

School Improvement Plan

Clayton Park Junior High
Name of School

3 March 2009
Date

SMART GOALS

Goal 1: Language Arts
By 2010, the number of students who read at the Fluent level will increase by 16%.
Goal 2: Mathematics
60% of students will be proficient or excellent (score 4-5) by 2010 in level 3 mathematical word problems, using the CAT3 Scoring Rubric.
Goal 3: Meet the Learning Needs of Students
80% of parents/guardians will indicate they are satisfied with the school's efforts to meet the learning needs of their child by 2010.

ACTION PLAN Language Arts

SMART GOAL

By 2010, the students in our school who read at the fluent level will increase by 16%.

Strategy 1

Explicit teaching of reading/comprehension strategies for teachers and students.
(Fluency Year 1, Main Idea Year 2)

Steps	Timelines		Responsibility (names)	Resources needed	Budget
	Begin	Complete			
Teachers will become familiar with reading comprehension strategies.	Sept. 2007	Sept. 2007	All ELA Teachers and Literacy Coordinator		
Distribute reading strategies book mark from AR binder to each student.	Sept. 2007	Sept. 2007	Grade 7-9 ELA Teachers		
Have mini-lessons for each reading / comprehension strategy (either by Literacy Coordinator or classroom teacher) (i.e., Choosing Just Right Books, Making Connections etc.).	Sept. 2007	Ongoing	All Teachers and Literacy Coordinator		
Reading strategies visible in classrooms for students to reference.	Sept. 2007	Ongoing	Grade 7-9 ELA Teachers	Reading Strategy Posters	
Modelling and practicing fluency.	Sept. 2007	Ongoing	Grade 7-9 ELA Teachers		

ACTION PLAN Language Arts

SMART GOAL

By 2010, the students in our school who read at the Fluent level will increase by 16%.

Strategy 2

Encourage students and their parents/guardians to participate in a regular reading program.

Steps	Timelines		Responsibility (names)	Resources needed	Budget
	Begin	Complete			
Parents/Guardians will receive from the ELA Department, a formal letter to be signed and returned, regarding the regular reading program.	Sept. 2007	Sept. 2007	Grade 7-9 ELA Teachers		
ELA Teachers will meet to create a common reading log for home use by students.	Sept. 2007	Ongoing	Grade 7-9 ELA Teachers		
School community will be informed about the regular reading program i.e., curriculum night, website, newsletters etc.	Sept. 2007	Ongoing	Grade 7-9 ELA Teachers		

ACTION PLAN

Language Arts

SMART GOAL

By 2010, the students in our school who read at the Fluent level will increase by 16%.

Strategy 3

Develop tools to help students practice strategies to become fluent readers.

Steps	Timelines		Responsibility (names)	Resources needed	Budget
	Begin	Complete			
All ELA Teachers will become familiar with various resources and their location in the school which are relevant to the strategies.	Sept. 2007	Ongoing	Grade 7-9 All ELA Teachers		
All ELA Teachers will become familiar with AR Assessment Binder.	Sept. 2007	Ongoing	Grade 7-9 ELA Teachers		
ELA Teachers will meet to create a common assessment tool for use in understanding main idea.	Sept. 2007	June 2008	Grade 7-9 ELA Teachers	Resource books (Jamestown) at each grade level. Independent Reading Strategies PD days - 5 substitute days (5 x \$145.00)	\$725.00

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ACTION PLAN

Language Arts

Continued from previous page

Steps	Timelines		Responsibility (names)	Resources needed	Budget
	Begin	Complete			
ELA Teachers will collaborate to create and organize specific tools for the classroom to improve student comprehension.	Sept. 2007	Ongoing	All Teachers and Literacy Coordinator	PLC days- 5 substitute days (5 X \$145.00)	\$725.00
Teachers will implement existing and newly created tools in their classrooms. (AR Binder, Literacy Posters/Bookmarks, Rubrics, Outlines)	Sept. 2007	Ongoing	Grade 7-9 Subject Teachers		

ACTION PLAN

Language Arts

SMART GOAL

By 2010, the students in our school who read at the Fluent level will increase by 16%.

Strategy 4

Teachers will develop an understanding of three levels of reading and how to further develop the skills needed to transition to the next level.

Steps	Timelines Begin	Timelines Complete	Responsibility (names)	Resources needed	Budget
Introduce an overview of Reading Development to familiarize all teachers with 3 levels of reading.	Sept. 2007	Oct. 2007	Literacy Coordinator/ ELA Teachers	Copies of the overview of Reading Development from HRSB Program Department	
Model strategies that will move students from one level to the next.	Sept. 2007	Ongoing	Literacy Coordinator/ ELA Teachers		
Perform Oral Reading Records to determine each student's reading level and retest those who are not fluent.	Sept. – Oct. 2007	Retest May – June 2008	Grade 7-9 ELA Teachers	Substitute days – 3 substitute days per Language Arts Teacher per term (3 x 5 x 2 x \$145.00)	\$4350.00
Using the Oral Reading Record summary sheet, teachers will	Sept. 2007	Ongoing	Grade 7-9 ELA Teachers	Purchase a variety of books and other reading materials at	\$4000.00

<p>implement instructional practices to target specific skills through the use of mini-lessons.</p>				<p>different reading levels</p> <p>\$500.00 for each ELA, ESL, and Support Teachers (8 X \$500.00)</p>	
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Measuring Growth Plan Summary - Language Arts

YEAR ONE		
Data Collection Methods	Data Collection Schedule	Responsibility for Data Collection
Checklist of strategies taught in ELA classrooms developed by ELA Teachers in PLC meetings.	Sept. 2007- Ongoing	Grade 7-9 ELA Teachers
Oral Reading Records	Sept. – Oct. 2007 May- June 2008	Grade 7-9 ELA Teachers
Collect reading logs from students.	On a weekly, bi-weekly, or monthly basis	Grade 7-9 ELA Teachers
Create Main Idea Assessment	Sept. 2007- <i>June 2008</i>	Grade 7-9 ELA Teachers
Term Report Card Results	Dec.2007, Apr. 2008, June 2008	Administration

YEAR TWO

Data Collection Methods

Continue same as year 1

YEAR THREE

Data Collection Methods

Staff Development – Language Arts

Staff will learn (Knowledge, Skills and Professional Practices)	Staff will engage in these learning activities
Reading Comprehension Strategies	Go over the AR bookmark Share Mini-lessons Literacy Coordinator to model lessons (in classrooms and /or staff meetings) Create strategy checklist in a PLC meeting to distribute to all teachers
To do an Oral Reading Record (ORR)	Collaborate to ensure all teachers are using AR Assessment binder Create common questions to assess students' use of strategies
To determine appropriate protocol for school /home communication	Discuss with administration the protocol for sending school-wide letter home Create formal letter to send to parents in Sept. Create common reading log
To develop feedback mechanisms to improve program each year	Monitor student / parent involvement and create ways to improve program
Where resources are kept and which resources are available in our school	Look through resources in library, AR and DOE infusion Share resources, information, and approaches among staff
To establish common and clear instructions to use while assessing students	Collaborate to develop clear instructions for all ELA teachers to use during assessments

Proper use of Oral Reading Records to assess level of reading and to recognize needed instructional strategies	Use common questions to assess students' use of reading strategies
Staff will learn (Knowledge, Skills and Professional Practices)	Staff will engage in these learning activities
Overview of Reading Development (Draft Copy from HRSB) to learn the characteristics of reading levels	Literacy Coordinator will introduce reading levels to all staff (PD day or Staff Meeting)
To determine the existing reading level of students and strategies for progression	Perform Oral Reading Records using common practices
Mini lessons to support further development in reading levels	Staff will collaborate with literacy coordinator to develop relevant mini lessons
An awareness of the resources and strategies available or implemented by others	Workshops offered by professionals, external from our school community (i.e. mentors)

STRATEGIES – Mathematics

GOAL

60% of students will be proficient or excellent (score 4-5) by 2010 in level 3 mathematical word problems, using the CAT3 Scoring Rubric.

Year One Strategies

All math teachers will participate in the development of a common bank of level 3 word problems to meet grade level and skill level expectations.

Provide opportunities for students to acquire and expand their problem solving and communication strategies through a variety of experiences.

Create an understanding of mathematical problem solving among staff, parents /guardians and students.

Year Two Strategies

Each student in each grade will be given one level three word problem twice during the school year: September (Pre-Test) and May (Post-Test).

Answers will be scored using the CAT3 scoring rubric and the results for each student will be compared.

ACTION PLAN Mathematics

SMART GOAL

60% of students will be proficient or excellent (score 4-5) by 2010 in level 3 mathematical word problems, using the CAT3 Scoring Rubric.

Strategy 1

All math teachers will participate in the development of a common bank of level 3 word problems to meet grade level and skill level expectations.

Steps	Timelines		Responsibility (names)	Resources needed	Budget
	Begin	Complete			
List and catalogue resources we already have in place. Identify location and ownership (school or personal).	Mar. 2007	June 2008	Grade 7-9 Math Teachers	Membership with NCTM to receive the <i>Math Journal for Middle School Teachers</i> , and have access to online resources	\$200.00
Locate level 3 word problems in the new Grade 7 and Grade 9 Math textbooks.	Mar. 2007	June 2008	Grade 7-9 Math Teachers		
Level 3 word problems will be compiled, sorted and sequenced to the outcomes currently covered by the curriculum.	Sept. 2007	June 2008	Grade 7-9 Math Teachers	University of Waterloo Problem Books (7-9) Use of websites such as illuminations.com Two new sets of the NCTM Addenda	\$200.00 per set \$435.00

				Series. PLC time to select appropriate level 3 word problems 3 days (3 x \$145.00)	
Teachers will meet to select questions from the DOE item bank to produce a common assessment by grade level.	Sept. 2007	Dec. 2007	Grade 7-9 Math Teachers		

ACTION PLAN Mathematics

SMART GOAL

60% of students will be proficient or excellent (score 4-5) by 2010 in level 3 mathematical word problems, using the CAT3 Scoring Rubric.

Strategy 2

Provide opportunities for students to acquire and expand their problem solving /communication strategies through a variety of experiences.

Steps	Timelines		Responsibility (names)	Resources needed	Budget
	Begin	Complete			
All math teachers need to develop a common understanding of the strategies to implement for problem solving/ communication.	Sept. 2007	Sept. 2007	Grade 7-9 Math Teachers	Curriculum Guides Problem solving resources	
Explicit teaching of problem solving / communication strategies for students.	Sept. 2007	Ongoing	Grade 7-9 Math Teachers		
Students will experience problem solving/ communication as a regular part of instruction.	Sept. 2007	Ongoing	Grade 7-9 Math Teachers	Daily access to LCD projector- 1 additional LCD Projector is required	\$800.00
				Gauss Test (\$2.00 /student – Gauss)	\$200.00
				Pascal Test	\$300.00

				(\$3.00 /student – Pascal)	
Students will use the CAT3 rubric to score exemplars selected from other students.	Ongoing	Ongoing	Grade 7-9 Math Teachers		

ACTION PLAN

Mathematics

SMART GOAL

60% of students will be proficient or excellent (score 4-5) by 2010 in level 3 mathematical word problems, using the CAT3 Scoring Rubric.

Strategy 3

Create an understanding of mathematical problem solving among staff, parents/guardians and students.

Steps	Timelines		Responsibility (names)	Resources needed	Budget
	Begin	Complete			
Communicate to parents/guardians the meaning of level 3 word problems.	Oct. 2007	Oct. 2007	Grade 7-9 Math Teachers	Problem solving information will be presented in newsletters, at curriculum night and/or on the math website.	
Students with their parents/ guardians will score level 3 word problems as a way of becoming familiar with the CAT3 rubric.	Oct. 2007	Oct. 2007	Grade 7-9 Math Teachers	Exemplars to score.	
Staff will create level 3 word problems in their subject area and score them using the CAT3 rubric.	Oct. 2007	Ongoing PD for all teachers is needed.	Grade 7-9 Math Teachers	Examples of cross-curricular level 3 math problems Exemplars of student work to score using the CAT3 rubric.	

Measuring Growth Plan Summary - Mathematics

YEAR ONE		
Data Collection Methods	Data Collection Schedule	Responsibility for Data Collection
Pre-test for each grade level	By end of September	Grade 7- 9 math teachers
Assign level 3 math problems	Bi-weekly	Grade 7- 9 math teachers
Scheduled evaluation of level 3 math problem	End of each term	Grade 7- 9 math teachers
CAT3 Level 18 (Grade 9) Canadian Achievement Test	Annually	Board and Grade 9 math teachers
Term Report Card Results	Dec.2007, Apr. 2008, June 2008	Administration

YEAR TWO

Data Collection Methods

Continue same as year 1

YEAR THREE

Data Collection Methods

Staff Development - Mathematics

Staff will learn (Knowledge, Skills and Professional Practices)	Staff will engage in these learning activities
To understand the 5 representations in Math (Verbal, Concrete, Pictorial, Contextual, Symbolic)	Look at examples of word problems and the five representations
To tell the difference between the 3 different levels of math problems	Look at examples of the different levels of word problems
To score level 3 math word problems using the CAT3 Rubric	Exemplars will be given to staff Teachers will score them Discussion will take place until the majority of teachers agree upon a final score
To create level 3 math problems in their own subject Areas	Provide a variety of level 3 math problems from various subject areas
An awareness of the resources and strategies available or implemented by others	Workshops offered by professionals external from our school community (i.e. mentors)

STRATEGIES – Meeting the Learning Needs of Students

GOAL

80% of parents/guardians will indicate they are satisfied with the school's efforts to meet the learning needs of their child by 2010.

Year One Strategies

Professional Development regarding successful implementation of an IPP.

Establish the PLC Model.

Meeting the needs of ESL students.

ACTION PLAN Meeting the Learning Needs of Students

SMART GOAL

80% of parents/guardians will indicate they are satisfied with the school's efforts to meet the learning needs of their child by 2010.

Strategy 1

Professional Development regarding successful implementation of an IPP.

Steps	Timelines		Responsibility (names)	Resources needed	Budget
	Begin	Complete			
Develop PD to introduce staff to the process when writing an IPP.	Sept. 2007	Ongoing	PD committee Resource Teachers	Substitute days (6 x \$145.00/day) Samples/ process booklets	\$870.00
Mentor new staff on writing and implementing an IPP.	Sept. 2007	Ongoing	Resource Teachers Subject Teachers		
PD time to develop subject specific curriculum resources at each grade level for various academic levels.	Sept. 2007	Ongoing	Subject Teachers	Substitute days (9 x \$145.00/day) Resource books and materials	\$1305.0
PLC for resource sharing for subjects at each grade level.	Sept. 2007	Ongoing	Subject Teachers	Substitute days (18 x \$145.00/day)	\$2610.0
Time to compile, catalogue and organize subject specific	Jan. 2008	Ongoing	Subject Teachers	Substitute days (18 x \$145.00/	\$2610.0

resources at each grade level for various academic level.				day) Binders and bookcases Designated room	\$500.00
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ACTION PLAN Meeting the Learning Needs of Students

SMART GOAL

80% of parents/guardians will indicate they are satisfied with the school's efforts to meet the learning needs of their child by 2010.

Strategy 2

Establish the PLC Model

Steps	Timelines		Responsibility (names)	Resources needed	Budget
	Begin	Complete			
PD sharing to familiarize all staff with the philosophy of PLC's.	Sept. 2007	Oct. 2007 and when new staff arrive	Administrative Staff		
Meet to develop a plan to determine what needs to be shared/ implemented.	Oct. 2007	Ongoing	All Teachers	PLC days substitutes days (25 x \$145.00/ day)	\$3625
Implement the shared information/ strategies to meet the learning needs of students.	Oct. 2007	Ongoing	All Teachers		

ACTION PLAN - Meeting the Learning Needs of Students

SMART GOAL

80% of parents/guardians will indicate they are satisfied with the school's efforts to meet the learning needs of their child by 2010.

Strategy 3

Meeting the needs of ESL students

Steps	Timelines		Responsibility (names)	Resources needed	Budget
	Begin	Complete			
Orientation of students by guidance/YMCA support worker.	Arrival date of student	Ongoing	Guidance YMCA Support Worker Buddy system		
Identify literacy levels of ESL students.	Arrival date of student	End of year follow up	ESL Teacher	PM Benchmarks (reading assessment) Department of Education oral assessment package Kaufman test, etc	
Informally identify record and share math ability of ESL students.	Sept. 2007 / Arrival date of student	Ongoing	Math Teacher		
Subject area teachers will find level appropriate and/or adapt curriculum materials to meet the	Sept. 2007	Ongoing	Subject Teachers	Classroom materials Professional resources	

needs of ESL students.					
Meet to share information regarding ESL student needs.	Sept. 2007	Ongoing	All Teachers		
Staff engages in cultural awareness activities to support the cultural diversity of the school.	Sept.- Oct. 2007	Ongoing	Staff	PD guest speakers (community members, students) ESL Teacher	

Measuring Growth Plan Summary - Meeting the Learning Needs of Students

YEAR ONE		
Data Collection Methods	Data Collection Schedule	Responsibility for Data Collection
Record the number of PD sessions	Throughout the year	Administration
Catalogue the number of new resources created	At the end of each term	Subject Teachers
Record the number of staff participating in PD sessions	End of the year	Administration
Survey teachers regarding of benefits of PLC meetings	Sept. 2007 / Ongoing	Administration
PM Benchmarks Department of Education Oral Assessment Package Kaufman Test	Sept./ Oct. 2007 and May / June 2008	ESL Teacher
HRSB surveys	Sept. - Oct. annually	Staff Administration
Term Report Card Results	Dec.2007, Apr. 2008, June 2008	Administration

YEAR TWO

Data Collection Methods

YEAR THREE

Data Collection Methods

Staff Development - Meeting the Learning Needs of Students

Staff will learn (Knowledge, Skills and Professional Practices)	Staff will engage in these learning activities
To write an IPP document	PD session
To select appropriate or modify resources for curriculum alignment, (i.e. IPP, ESL)	PD with Resource and ESL Teachers on learning levels Locate resources and to share with colleagues
To define various academic levels in order to classify curriculum resources	PD
The philosophy of Professional Learning Communities	Reviewing articles and discussing philosophy
Different approaches, methods and rubrics as they apply to individual students and their specific needs	PD/PLC meetings to review data to meet the needs of student
The cultural diversity of the school community	PD/PLC RCH in-services Culture of Peace Conference for Grade 7 Culture Fair
To create and implement rubrics	Research existing material to create appropriate and specific rubrics.
An awareness of the resources and strategies available or implemented by others	Workshops offered by professionals external from our school community (i.e. mentors)

Budget Summary

Expenditures	Estimated Costs
Language Arts	
PD days - 5 substitute days (5 x \$145.00)	\$725.00
PLC days - 5 substitute days (5 x \$145.00)	\$725.00
Substitute days – 3 substitute days per Language Arts Teacher per term (3 x 5 x 2 x \$145.00)	\$4350.00
Purchase a variety of books and other reading materials at different reading levels -\$500.00 for each ELA, ESL, and Support Teachers (8 x \$500.00)	\$4000.00
Mathematics	
Membership with NCTM to receive the <i>Math Journal for Middle School Teachers</i> and have access to online resources (\$200.00 /year)	\$200.00
Two new sets of the NCTM Addenda Series (\$200.00 /set)	\$400.00
PLC time to select appropriate level 3 word problems - 3 days (3 x \$145.00)	\$435.00
1 additional LCD Projector is required	\$800.00
Gauss Test (\$2.00 /student – Gauss)	\$200.00
Pascal Test (\$3.00 /student –Pascal)	\$300.00
Meeting the Learning Needs of Students	
Substitute days (6 x \$145.00 /day)	\$870.00
Substitutes days (9 x \$145.00 /day)	\$1305.00
Substitute days (18 x \$145.00 /day)	\$2610.00
Substitute days (18 x \$145.00 /day)	\$2610.00
Binders and Bookcases	\$500.00
PLC days – substitute days (25 x \$145.00/ day)	\$3625.00

CLAYTON PARK JUNIOR HIGH

PLANNING FOR IMPROVEMENT

2005-2006

Introduction

The Clayton Park Junior High School plan is the direct result of the collaborative efforts of students, staff, parents and the Planning for Improvement Team.

Planning for Improvement is a process of collecting data and using it to inform our practices to improve student achievement. Our plan is now an interactive working document that leads and directs discussion and reflection.

P.F.I. Plan

Identified Strengths

According to all stakeholders, some of our school strengths are:
Student, teacher, and family academic expectations are high.
Student achievement is a focus at C.P.J.H.
C.P.J.H. is a safe place to learn.
Students and staff feel supported in all aspects of their school lives.

Identified Challenges

1. Addressing the literacy needs of all students across the curriculum
2. Integrating Math concepts across the curriculum
3. Communicating curricular expectations and student progress between school and home.
4. Establishing and maintaining curriculum at appropriate levels for resource students (adaptations, I.P.P.s).

What Are We Doing Well? Planning For Improvement

Challenge # 1 - Literacy

- Literacy Coordinator involved in working with students and staff in support of strategies for independent reading and understanding of non fiction text.
- Literacy Coordinator working with students and staff to support cross-curricular classroom activities with a focus on non fiction text
- Professional Development on literacy for all staff
- 100% of language Arts teachers are incorporating literacy software programs in their classroom
- Staff mentors provide literacy support for students on Literacy Support Plans
- AR resources available for all grade levels

Challenge # 2 - Math

- PD provided to all staff by school based Math leaders
- Classroom teachers and resource personnel ongoing collaboration in assisting struggling students
- Early identification and support for students in need of Math support
- Manipulatives available for all grade levels
- Students have a positive attitude towards math

Challenge # 3 – Communication – This area has been addressed and identified as no longer required to be classified as a challenge. CPJH will continue to implement strategies to improve this area.

- Staff working with Staff Technology Integration Mentor(STIM) to receive support in developing school based web pages
- Students receive a monthly newsletter to share with parents and guardians
- Students, parents and guardians have access to staff e-mail addresses on school web page
- Students and the community are able to view school information on an outdoor communication sign
- Students receive progress reports in curriculum areas to share with parents/guardians

Challenge # 4 – Resource – This area has been addressed and identified as no longer required to be classified as a challenge. CPJH will continue to implement strategies to improve in this area.

- Student Individual Program Plans (IPP) are well documented
- Students use appropriate software programs for curriculum areas where needed
- New staff provided PD and support for writing appropriate adaptations and IPP outcomes
- Continue to implement a flexible student schedule
- Students identified by the Program Planning Team are put on the list for appropriate testing

Literacy Goals

We will support students in the development of strategies of reading for comprehension skills while increasing the amount of independent reading completed.

We will support students in the development of strategies to increase their ability to interpret non-fiction text features by June 2006.

Indicators

- Identify main ideas
- Make inferences
- Extrapolate meaning
- Make connections

Measure

- Choose appropriate level books for independent reading
- Maintain an independent reading response journal
- Extrapolate meaning from graphs and data
- Reading rubric
- Frequency of responses

- Individual reading conference forms

Target

- Improved school assessment results
- Students increase the amount they read

Plan

- Independent reading one to five times weekly in Language Arts classes
- Increase the amount of appropriate level reading material for the library
- Conduct chapter tours to begin units in Science and Social Studies

Math Goal

We will improve student understanding of Number Concept and Operation Sense with emphasis on basic operations with decimals and fractions both for Mental Math and Pencil and Paper Calculations by June 2006.

Indicators

- Multiply fractions by fractions
- Multiply whole numbers by fractions
- Multiply decimals by decimals
- Multiply whole numbers by decimals
- Use order of operations with fractions and decimals

Measure

- Student journals outlining strategies for Mental Math
- Student /teacher surveys on the use of strategy sharing sessions and student confidence without dependence on a calculator for Mental Math

- Classroom assessments
- Board level assessments

Target

- Improved mental Math results
- Improved Number Concepts/Operation results
- Improved Computation/Estimation results

Plan

- PD for resource teachers on developing Number/Operation Sense
- Increased frequency of Mental Math tests on Number Sense to improve student response time
- Increase the amount of time spent on strategy sharing sessions for Mental Math
- Increase the use of various representations by students to improve understanding of Number/Operation sense
- Increase student use of Number /Operation Sense in other curriculum areas

Success/Progress/Improvement To Date

Literacy

- Increased amount of independent reading
- Improved groupings for English as a Second Language (ESL) students; therefore more targeted instruction for language proficiency

Communication

- Increased awareness by parents/guardians of communication methods available

Math

- Increased amount of mental math strategies shared during class time
- Increased amount of activities to improve Number/Operation Sense

Resource

- IPP students are achieving established outcomes

CLAYTON PARK JUNIOR HIGH

PLANNING FOR IMPROVEMENT

2004-2005

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Planning for Improvement is a process of collecting data and using it to inform our practices to improve student achievement. Our plan is now an interactive working document that leads and directs discussion and reflection.

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Identified Strengths

According to all stakeholders, some of our school strengths are:
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C.P.J.H. is a safe place to learn.
Students and staff feel supported in all aspects of their school lives.

Identified Challenges

1. Addressing the literacy needs of all students across the curriculum
2. Integrating Math concepts across the curriculum
3. Communicating curricular expectations and student progress between school and home.
4. Establishing and maintaining curriculum at appropriate levels for resource students (adaptations, I.P.P.s).

Maintaining the Plan

1. Allocation of funds/human resources
2. Technology use and integration
3. Professional Development/Sharing
4. Correspondence
5. Scheduling

Challenge Report

Challenge # 1: *Literacy*

Establishing the Literacy Support Team (September 2004)

Developing the Junior High component of the Literacy Support Plans

Continuing the involvement of the Literacy Coordinator in cross-curricular classroom opportunities

Initiating the involvement of the school technology integration mentor (STIM)

Challenge #2: *Math*

Implementing professional sharing opportunities during staff meetings by Math leaders in the school.

Encouraging professional discussions on how to include Math across the curriculum.

Initiating the involvement of the school technology integration mentor (STIM)

Challenge #3: *Communication*

Following current Board-initiated policy for parent-teacher interviews.

Following current Board-initiated policy on reporting tools.

Encouraging home contact prior to the first reporting tool going home.

Continuing the discussion of "students" at every staff meeting.

Challenge #4: *Resource*

Continuing the involvement of the Program Planning Team.

Completing student I.P.P.s by mid-November in preparation for parent review beginning in December.

Purchasing more resource materials and implementing them at appropriate grade levels.

Purchasing technology to support appropriate grade level curriculum.

Continuing to provide teacher support of technology upgrades.

Maintaining the Plan - Challenge 1 – Literacy

Allocation of funds/human resources

The Literacy Support (LS) funding from the Department of Education was used for: purchasing written materials, purchasing technology, in-servicing teachers on the LS team, and providing substitutes for the teachers involved in writing the LS plans for the identified grade seven LS students.

The Literacy Coordinator is involved in an on-going basis in the development and implementation of the LS plans.

The Literacy Coordinator is involved in cross-curricular classroom activities with the focus on non-fiction text as identified through the H.R.S.B. grade nine literacy testing (2003-2004).

Technology use and integration

The Information Economic Initiative (IEI) has provided 7 Dell computers for grade 7 homeroom teachers, grade 7 Language Arts teachers and resource room, which included literacy software. IEI has provided an LCD projector and a digital/video camera. Books on tape, headphones, and a variety of computer software have been purchased.

Professional Development/Sharing

C.P.J.H. has an HRSB Literacy AR Leader on staff. C.P.J.H. staff has participated in the board initiated literacy professional development (AR 7-9). The staff Literacy AR Leader, the Literacy Coordinator, and a representative from the LS team have all presented at staff meetings throughout the year. Staff Technology Integration Mentor (STIM) attends monthly workshops from October through January and provides in-servicing to staff.

Correspondence

A letter sent home to parent/guardian, for their input on writing of student LS plan. Newsletter sent home/posted on website about grade 9 Literacy testing. Individual results for grade 9 literacy test sent home. HRSB planning for improvement surveys sent home for parents/guardians to complete. Students in school completed HRSB planning for improvement surveys. Curriculum night held in September. Fall and Spring mid-term Student Learning Profile Report, sent home. Fall and Spring parent – teacher interviews. Mid-Year and Year-End formal report card.

Scheduling

Student and teacher meet for student input for LS plan. A number of LS team meetings. One-hour daily blocks of Language Arts for all grade levels.

Maintaining the Plan - Challenge 2 – Math

Allocation of funds/human resources

Math Leaders will present a workshop on measurement. Purchase of manipulatives by C.P.J.H., HRSB, and DOE.

Technology use and integration

The Information Economic Initiative (IEI) has provided 7 Dell computers for grade 7 homeroom teachers, grade 7 Language Arts teachers and resource room, which included Math software. IEI has provided an LCD projector and a digital/video camera.

Professional Development/Sharing

Two School Based Math Leaders. Suggestions for cross-curricular math activities presented to staff by School Based Math Leaders. Workshops offered by Math Leaders to staff. School Based Math Leaders attended 3 HRSB Math in-services. Staff Technology Integration Mentor (STIM) attends monthly workshops from February through June and will provide in-servicing to staff.

Correspondence

Newsletter sent home/posted on website about grade 9 Math testing. HRSB planning for improvement surveys sent home for parents/guardians to complete. Students in school completed HRSB planning for improvement surveys. Curriculum night held in September. Fall and Spring mid-term Student Learning Profile Report, sent home. Fall and Spring parent – teacher interviews. Mid-Year and Year-End formal report card.

Scheduling

Daily mental math activities at all grade levels. One-hour daily blocks of Math for grade seven and eight. A Math leader provides one hour of Math support weekly, to grade eight students who have been identified by the Program Planning Team. Grade 9 Board math data collection on problem solving.

Maintaining the Plan - Challenge 3 – Communication

Allocation of funds/human resources

STIM provided in-servicing for staff to develop web pages and use publishing software.

Technology use and integration

The Information Economic Initiative (IEI) has provided 7 Dell computers for grade 7 homeroom teachers, grade 7 Language Arts teachers and resource room, which included software for publishing web pages and documents. IEI has provided an LCD projector and a digital/video camera.

Professional Development/Sharing

Staff Technology Integration Mentor (STIM) attend monthly workshops and provide in-servicing to staff.

Correspondence

Monthly newsletters sent home in hard copy and electronically via website. All staff can be contacted via email through the C.P.J.H. website. A number of subject teachers have websites linked to the school website. A number of subject teachers provide periodic updates by phone and/or letter. HRSB planning for improvement surveys sent home for parents/guardians to complete. Students in school completed HRSB planning for improvement surveys. Fall and Spring mid-term Student Learning Profile Report, sent home. Fall and Spring parent – teacher interviews. Mid-Year and Year-End formal report card.

Scheduling

Regular PTA/ SAC meetings. Curriculum night held in September. C.P.J.H. has made changes to the board initiated parent teacher process to a separate evening and afternoon format.

Maintaining the Plan - Challenge 4 – Resource

Allocation of funds/human resources

Resource/appropriate grade level materials continue to be purchased. HRSB provides substitute days based on the number of IPP students. Subject/resource teachers use these days to complete IPP's (Individual Program Plan) for students.

Technology use and integration

The Information Economic Initiative (IEI) has provided 7 Dell computers for grade 7 homeroom teachers, grade 7 Language Arts teachers and resource room, which included software for literacy and numeracy. IEI has provided an LCD projector and a digital/video camera. Books on tape, headphones, and a variety of computer software have been purchased.

Professional Development/Sharing

Resource department gives regular updates at staff meetings. Students are identified by subject teachers, to the Program Planning Team, and decisions are made on testing, resource, or adaptations. Subject teachers attend grade level resource meetings, which take place early in the school year to discuss the needs of all students on resource. Resource teachers attend workshops on software provided by the IEIE initiative. Resource teachers will attend workshops on Math initiatives. More networking among subject teachers and professionals regarding appropriate grade level adaptations for curriculum.

Correspondence

Home contact is made to parent/guardian regarding IPP. Curriculum night held in September. Fall and Spring mid-term Student Learning Profile Report, sent home. Fall and Spring parent – teacher interviews. Mid-Year and Year-End formal report card. IPP report sent home twice a year and reviewed in December with parent/guardian.

Scheduling

Program planning team meet on a regular basis as needed. Flexible student resource schedule.