

## **Question 1: What are you doing well?**

### Literacy

The staff and school community of Fairview Junior High School worked together as a team to complete the self- assessment process. As we worked through these assessments, we were able to determine the strengths of our school as well as the challenges, which will be addressed in order to help our students prepare for the future. Working together as a staff, it became evident that we are doing many things well in the area of literacy. With the support of our literacy coach we have noted success across the curriculum in various aspects of reading and writing. Through our analysis of this data, we were able to establish two goals.

Fairview Junior High teachers are utilizing the expertise of our literacy coach to help improve program delivery in order to increase student achievement. Professional development sessions have been presented in the areas of writer's workshop, reader's workshop, literature circles and reading/writing strategies. These sessions included the math, science and social studies teachers. Sessions were also held with resource teachers on how best to support their students within the classroom. A focus of our literacy support has been collaboration with all our classroom teachers across all subject areas and all grade levels.

Our school has also put in place literacy support teachers who work directly with students who are on Literacy Support Plans (LSP). During these sessions, students are provided with specific instruction tailored to meet their individual needs and address their challenges. These students are showing improvement in the areas of comprehension, sentence/paragraph structure, oral and silent reading fluency. All of our LSP students demonstrated an improvement in their ability to read and understand non-fiction text. Our LSP teachers are experienced language arts teachers who bring with them a wealth of literacy knowledge and expertise.

After taking an inventory of classroom resources, Fairview Junior High has been updating various curriculum resources and library books (including fiction and non-fiction). These resources are being used to support curriculum delivery and enhance student understanding in all content areas. Teachers have also benefited from this inventory of resources by the decision to purchase materials that are geared toward new teaching strategies and curriculum delivery in all subject areas.

### Math

Fairview Junior High is utilizing the expertise of our math coach. Our math coach has become an integral part of our school's math program. Teachers have embraced this opportunity and are incorporating many of the skills and strategies that our math coach has shared with them. Our math coach has worked with teachers to use various teaching techniques in order to provide the students with the best strategies for learning.

Over the past two years our math teachers have participated in professional development and they feel that these opportunities have increased their ability to deliver the curriculum more effectively. As a result, this has led to an increase in CAT 3 scores in this area. Our teachers are eager to continue attending any math professional development opportunities offered by the HRSB. This will increase teacher knowledge and expertise, which will benefit students' learning.

At various times last year, our math teachers met to discuss curriculum alignment. The intent of these meetings was to discover whether or not all of the curriculum outcomes were being covered at the appropriate grade levels. This eventually led us to the beginning of our curriculum alignment process.

Over the last two years we have experienced an increase in the integration of technology within our math program at Fairview Junior High. Teachers utilize the various math related computer programs available in order to help their students. In addition to this, our teachers have also increased the use of math manipulatives within their classrooms. The use of Fraction Factory has had a positive effect on our students and their understanding of number concepts. Our administration has been very supportive in the purchasing of these new math resources in order to supplement classroom lessons and increase student success.

Overall in the area of math and literacy Fairview has shown improvement. Based on the data, use of literacy and math coaches and the skill of our teachers, students have benefited. Through continued support of administration, the school community and the HRSB programming department we should be able to continue our improvement in these areas.

School Involvement:

Student involvement and participation has increased over the last two years. We have a large number of students actively involved in student leadership, extracurricular activities, drama and intramurals.

## **Question 2: What are the Trends?**

In an overview of all data sources, we have determined the following trends from this data. In our ten self- assessment tools, our School Action Committee (SAC) focus group reported that they are happy with our school and the progress it is making. Not only does the SAC agree, but the positive results are also reflected in the HRSB parent and student surveys. Staff at Fairview agrees that they are being supported within the school and their classrooms to help students succeed to the best of their ability.

The data indicated that all members of our school community agree that they know who to contact when have a concern. Trends in our data from the past three HRSB surveys show that in many areas reported on in these surveys the members of our school community feel that our school has shown continued improvement. Teachers, students and staff feel that we are working in a safe school environment. Through the SAC focus groups and discussions, SAC members agreed and commented on the inviting school environment and the efforts made by staff to ensure a safe atmosphere.

### The assessments have confirmed the following trend for math:

Trends in the data gathered in mathematics indicate that students have been improving in the area of data analysis and probability over the past three years. Students have scored a minimum of 75% competency in this area, which demonstrates positive results. Our math data indicates that algebraic patterns, integers, geometry and spatial sense are our strengths. As a staff, we have determined that for numeracy to move forward it needs to be supported across the curriculum and incorporated into all classes when possible. PD has been provided this year to science, ELA and social studies teachers. These sessions were led by our math and literacy coaches, as well as several staff members who have taken on a leadership role in these areas. Together they have provided teachers with teaching practices and models that will allow them to support the efforts of our math teachers and these initiatives.

A trend across all grade levels in numeracy is that order of operations and algebraic number operations have remained consistent over the past three years. Fairview teachers have continued to implement these skills throughout the curriculum. This fact is supported with our data.

In number concepts, measurement and fractions are evident as an area of concern for our students. These scores have shown that proficiency levels in these areas have decreased. Therefore, we consider these areas to be a challenge, which needs improvement and will be focused on as one of our goals.

Our staff is currently working with our math coach and continues to attend both in school and board initiated PD. Through common teaching practices, assessments and PLC's, staff at Fairview will be able to work together to help students become more successful learners in the area of numeracy.

### The assessments have confirmed the following trend for literacy:

Trends in the data gathered in literacy indicate that students are improving in the area of non-fiction text. There has been an effort by teachers at Fairview to incorporate non-fiction text across the curriculum, which is showing positive results. A second trend is that literacy needs to be incorporated through all classes regardless of the curriculum content being covered. School directed PD over the last year has been dedicated to enhancing teacher's knowledge and skills. Teachers have been incorporating reader's workshop within their classrooms, in order to help students who may be reluctant readers to develop their reading skills.

Our data has indicated that the writing process, specifically in the areas of formal writing, such as essays, is a challenge across all grade levels. Writing

scores indicate that students need additional support in the areas of matter of correctness, fluency, conventions and supporting their thoughts and opinions.

Through collaborative teaching and the work carried out in our PLC's, staff will be able to work in partnership to help students who may not be working to their full potential. PD directed towards improving teaching strategies that are tied to the school improvement goals will lead to effective classrooms where students will be given additional supports to improve their learning.

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

Student achievement will be addressed at our school by continuing to involve the parent/guardian and school community. At Fairview, parent/guardian involvement is necessary for student achievement as we strive to overcome barriers to success. Another critical factor for parent/guardian and our school is to address inconsistent attendance for students in school. By improving the school attendance tracking system, student attendance can be monitored more frequently to ensure regular attendance. If an anomaly is noted in student attendance, strategies can be put into place in order to develop ways to improve student attendance.

From the teacher's standpoint student learning will be greatly impacted as we move forward with plans to expand the development of Professional Learning Communities (PLC) within our school. PLC time will allow teachers to meet on a regular basis in a more formalized school setting: to align curriculum, to carry out curriculum mapping, design common assessments and to share best practices. Currently, at Fairview much of this planning is done informally with teachers meeting to discuss issues when problems arise. With a more formal setting in place in the form of PLC's, teachers will be able to discuss student achievement and how it may be improved. More importantly we will be able to work together to identify the challenges that are standing in the way of student success and develop strategies to eliminate or reduce these barriers. Our teachers need to continue to share and apply the best practices and work together to develop common assessment practices that are consistent across all grade levels.

Our Literacy data points to a required focus on writing. Developing strong writing skills in literacy is seen as a key to student success. By developing clear plans for each grade level in the writing process, student writing can be tracked as they advance through grades seven to nine. With a focus on the various writing skills at each grade level, students will be able to build on the previous year's accomplishments and apply these skills to the new curriculum at the next grade level. For example, the grade seven students will focus on building and writing an appropriate paragraph for an essay. In grade eight they will then use these skills to build proper paragraphs and subsequently add new ideas. In grade nine they will focus on expressing their opinions and support their ideas with evidence from text. The decision to focus on writing as a school goal was based on the data as well as discussion with teachers. During our discussions, teachers expressed that the writing process was a challenge for our students in all subject areas and across all grade levels. To help achieve our literacy goal in writing, student's progress will be tracked through common assessment at each grade level using the writing workshop model in our ELA/FLA classrooms. The writing workshop model allows students to select topics which interest the student, while still meeting the students' required outcomes.

Our data indicates a required focus on numeracy. Developing strong skills in math is important for student success. By developing clear plans for each grade level in the area of mathematics, student progress can be tracked as they advance through grades seven to nine. With a focus on various strategies which involve numeracy at each grade level, students will be able to build on the previous year's achievement and apply these skills to the new curriculum in the next grade level. By incorporating strategies for measurement and fractions at each grade level, student achievement can be tracked as they progress through grades seven to nine. To help achieve our math goal, student's progress will be tracked through common assessments and PLC work.

Another method to help improve student achievement will be purchase and use the most current resources available in specific subject areas. With the wide range of students needs found within our building, we will have resources that will engage our students and allow us to address each student's individual needs. This is a necessity if we are going to increase student achievement and allow every student to improve.

More PD opportunities for teachers to share information and continue to acquire new skills are imperative. Teachers are being challenged daily by the diversity that exists within their classrooms and professional development is essential if students are going to be successful. The demands of our society and the diverse needs of our learners no longer give us the luxury of simply maintaining the status quo and continuing with the practices that worked in the past. It is imperative that teachers continue to develop the skills and knowledge necessary to meet the diverse needs of learners today. It is also imperative that teachers find ways to deliver the curriculum using skills and strategies that are engaging to the youth of today. We will require the continued support from many areas such as our math and literacy coaches, board staff, PLC's members, etc. if teachers are going to implement the most up to date teaching strategies. Working together, we will be able to meet the needs of all learners and ensure that outcomes are focused and assessed consistently through courses and grade levels.

By working together on these challenges, measures will be taken to improve the effectiveness of our teaching efforts. Through the creation and implementation of PLC's, curriculum mapping and curriculum alignment among courses and grade levels, teachers will be able to collect data on an ongoing basis and use it to deliver the most effective programs. Working collaboratively will not only provide more focus, but ultimately improve student achievement.

**Question 4: Of the challenges that were identified, which ones will be targeted for improvement?**

**Numeracy**

Fairview Junior High will improve student achievement in numeracy in the area of in fractions.

**Literacy**

Fairview Junior High will demonstrate increased student achievement in literacy, specifically in the areas of organization and ideas as part of the writing process.

**Question 5: What does the school plan to do?**

**Goal # 1: LITERACY**

Fairview Junior High will demonstrate increased student achievement in literacy, specifically in the areas of organization and ideas as part of the writing process.

<b>Strategy #1:</b>		<b>Teachers will meet to develop curriculum mapping.</b>	
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible</b>	<b>Resources</b>
Through their work in PLC's, teachers will develop and agree to a common understanding of the writing outcomes.	September-October	All Language arts teachers PLC's Literacy Coach	Student work samples Common assessments Literacy Coach DOE Resources PD
Through the work in PLC's, teachers will determine which of the writing outcomes at each grade level support the instruction of organization and ideas as part of the writing process.	September-October	All Language arts teachers PLC's Literacy Coach	Student work samples Common assessments Literacy Coach DOE Resources PD

**Literacy Goal:** Fairview Junior High will demonstrate increased student achievement in literacy, specifically in the areas of organization and ideas as part of the writing process.

<b>Strategy #2: ELA/FLA teachers will develop and conduct common assessments of student writing.</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible</b>	<b>Resources</b>
In PLC's teachers will develop a common grade- level rubric to score assessments.	September-October	All Language arts teachers PLC's Literacy Coach	Student work samples Common assessments Literacy Coach PD
All students in 7, 8 and 9 will complete a common writing assessment	September	ELA/FLA Teachers	AR Binder Teacher generated Literacy Coach
In PLC's teachers will compile a set of exemplars to ensure that students work is evaluated consistently across each grade levels.	September-October	All Language arts teachers PLC's Literacy Coach	Student work samples Common assessments Literacy Coach PD
In PLC's teachers will use the data collected from the common assessments to inform instruction.	September-Ongoing	All Language arts teachers PLC's Literacy Coach	Student work samples Common assessments Literacy Coach PD
Assessment #2- Students will develop a checklist of strategies, from the rubric. This will allow them to conduct a self evaluation prior to submitting their final product.	April	Teacher/Students	
Students will complete a second common school-wide writing assessment	In mid-April	ELA/FLA Teachers	
FLA/ELA teachers will assess the assignment and share the results with the students.	Ongoing - October Staff Meeting or PLC time./ May - June	ELA/FLA teachers	Teacher resources based on current practices. /talk about assessment.

**Literacy Goal:** Fairview Junior High will demonstrate increased student achievement in literacy, specifically in the areas of organization and ideas as part of the writing process

<b>Strategy #3: ELA/FLA teachers will incorporate Writers Workshop as part of their teaching strategies.</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible</b>	<b>Resources</b>
<p>Teachers will continue to implement/introduce writer's workshop (WW) model to ELA/FLA classes.</p> <ul style="list-style-type: none"> <li>• Students will participate in student, teacher and peer conferencing for the purposes of editing, sharing, and receiving feedback</li> <li>• Students will be given the opportunity to write everyday and will have input into the choice of their topics</li> <li>• Teachers will use the Writer's Workshop model to explicitly teach organization and ideas</li> </ul>	<p>Ongoing</p> <p>September to June</p> <p>September to June</p> <p>September to June</p>	<p>ELA/FLA Teachers Literacy Coach PLC planning</p> <p>Teachers, Students and Literacy Coach</p> <p>Teachers, Students and Literacy Coach</p> <p>Teachers, Students and Literacy Coach</p>	<p>Penny Kittle Workshop (DVD) Nancy Atwell Binder Class Binders Dividers Shelving/ Storage</p> <p>Student / teaching Logs</p> <p>Writing binders</p> <p>Writing binders/ exemplars</p>
<p>Teachers will attend PD sessions with the literacy coach around the WW model.</p>	<p>Ongoing</p>	<p>ELA/FLA Teachers Literacy Coach PLC planning</p>	<p>Penny Kittle Workshop (DVD) Class Binders Dividers</p>
<p>All ELA/FLA teachers will meet to define WW expectations for all grade levels.</p>	<p>September Ongoing</p>	<p>ELA/FLA Teachers Literacy Coach PLC planning</p>	<p>Support for diversified learners. Ex. Inspiration, Online Publishing and Write Aloud.</p>
<p>In Writers Workshop students will keep a log of their work in their writing binders.</p>	<p>Sept-June</p>	<p>Teachers/Students</p>	<p>Graphic Organizers</p>
<p>Students will submit a published writing piece prior to the end of each reporting period.</p>	<p>Ongoing</p>	<p>Teachers/Students</p>	

**Literacy Goal:** Fairview Junior High will demonstrate increased student achievement in literacy, specifically in the areas of organization and ideas as part of the writing process.

<b>Strategy #4: All subject teachers will include a variety of forms of writing in their curriculum with focus on ideas and organization.</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible</b>	<b>Resources</b>
Grade 7- Paragraph structure- Teachers will focus on instruction on paragraph structure with emphasis on the development of ideas and organization	Sept- June	ELA/FLA Literacy Coach French Assistant All teachers	Exemplars for students and teachers Sub Days to prepare exemplars for teachers.
Grade 8- Paragraph Structure- Teachers will focus on instruction of using facts and details to support their writing and the organization of the ideas	Sept- June	ELA/FLA Literacy Coach French Assistant All teachers	Exemplars for students and teachers Sub Days to prepare exemplars for teachers.
Grade 9- Paragraph/Essay Structure- Teachers will focus on instruction of using opinion and outside resources to support their writing and the organization of the ideas	Sept- June	ELA/FLA Literacy Coach French Assistant All teachers	Exemplars for students and teachers Sub Days

**Goal # 2: Numeracy**

Fairview Junior High will improve student achievement in numeracy in the area of fractions.

<b>Strategy #1: Teachers will implement the use of scheduled PLC times.</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible</b>	<b>Resources</b>
PLC time will be used to develop common assessments and evaluation tools.	Sept – June	Math Teachers Math Coach	Shared Drive
PLC time will be used to analyze assessment data and align evaluation practices.	Sept. – June	Math Teachers Math Coach	Shared Drive
PLC time will be used for sharing teaching strategies, resources and professional development.	Sept – June	Math Teachers Math Coach	Shared Drive
PLC time will be used to discuss trends in data to inform teaching practices.	Sept – June	Math Teachers Math Coach	Shared Drive

**Numeracy Goal:** Fairview Junior High will improve student achievement in numeracy in the area of fractions.

<b>Strategy #2: Teachers will develop assessments and collect data to inform math instruction.</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible</b>	<b>Resources</b>
Grade level Math PLC's will develop and administer common baseline formative assessments for fractions at each grade level.	Sept.	Math Teachers Math Coach	PLC Binder, Shared Drive, PD, PLC Time
Math teachers will develop a consistent system for evaluating assessments at each grade level and come to a consensus on levels of proficiency.	Sept.	Math Teachers Math Coach	PLC Binder, Shared Drive, PD, PLC Time
Math teachers will develop a system to collect and display data from assessments in order to make comparisons over time and across grade levels.	Sept. - June	Math Team PLC's Math Coach	PLC Binder, Math Coach, TILT, PD, PLC Time
Math teachers will utilize PLC time to analyze the data collected from ongoing assessments in a timely manner to inform instruction, provide feedback to students and to determine PD needs.	Sept. – June	Math Teachers Math Coach	PLC Binder, Shared Drive, PLC Time

**Numeracy Goal:** Fairview Junior High will improve student achievement in numeracy in the area of fractions.

<b>Strategy #3 : Teachers will develop a plan to target the fractional needs at each grade level.</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible</b>	<b>Resources</b>
<p>Grade 7 teachers will provide extra emphasis on understanding fraction concepts through:</p> <ul style="list-style-type: none"> <li>∞ Multiple representations with the use of various manipulatives</li> <li>∞ Connecting to real-world situations</li> <li>∞ Comparing and ordering</li> </ul> <p>Grade 8 teachers will provide concentrated emphasis on operations with fractions through:</p> <ul style="list-style-type: none"> <li>∞ Reinforcing estimation and benchmarking skills.</li> <li>∞ Building the development of operational skills with concrete materials before moving to pictorial and symbolic</li> <li>∞ Connecting to real-world situations</li> </ul> <p>Grade 9 teachers will provide concentrated emphasis on skill applications and problem solving with fractions through:</p> <ul style="list-style-type: none"> <li>∞ Incorporating fractions into all math strands</li> <li>∞ Connecting to real-world situations</li> </ul>	Sept. – June	Math Teachers PLC's	Shared Drive Math Coach Various Manipulatives Math software PD Technology
Teachers will incorporate fractions into mental math activities on a regular basis.	Sept – June	Math Teachers	Overhead manipulatives Math Coach LCD/computers
Teachers will incorporate fractions into problem solving questions on a regular basis.	Sept – June	Math Teachers All Teachers	Overhead manipulatives Math Coach LCD/computers
Content area teachers will incorporate fractions across the curriculum in order to enhance student understanding of fractions and real-life connections.	Sept- June	All Teachers	Various forms of media PD Math and Literacy Coaches

**Goal 1: Literacy-** Fairview Junior High will demonstrate increased student achievement in literacy, specifically in the areas of organization and ideas as part of the writing process.

**Strategies to achieve this goal:**

- Teachers will meet to develop curriculum mapping and alignment.
- ELA/FLA teachers will conduct common assessments of student writing
- ELA/FLA will incorporate Writers Workshop
- All subject teachers will include a variety of forms in their writing in their curriculum, with a focus on ideas and organization.

**Professional to support achievement of this goal**

**Staff will engage in the following learning activities**

- PD with literacy coach around writer's workshop model.
- PD for ELA/FLA and non-ELA/FLA teachers
- PLC time to develop curriculum mapping and common assessments
- Board initiated PD

**Staff will learn the following from the professional learning communities:**

- Teacher will use data collected during PLC's and PD to inform instruction.
- Teachers will gain skills from experience literacy teachers to use these practices and skills in their classrooms.
- Board initiated PD will allow teachers to gain knowledge in the most up to date teaching practices and best strategies for student achievement.
- PLC time allows teachers to meet and determine student's strengths and challenges.

**Goal 2: Numeracy-** Fairview Junior High will improve student achievement in numeracy in the area of fractions.

**Strategies to achieve this goal:**

- Teachers will implement the use of scheduled PLC times.
- Teachers will develop assessments and collect data to inform math instruction.
- Teachers will develop a plan to target the fractional needs at each grade level.

**Professional development to support achievement of this goal**

**Staff will engage in the following learning activities**

- PLC time
- Board PD
- School PD with Math Coach and colleagues
- PD for all content teachers

**Staff will learn the following from the professional learning communities:**

- Teacher will use data collected during PD to inform instruction.
- Teachers will gain skills from experience math teachers to use these practices and skills in their classrooms.
- Board initiated PD will allow teachers to gain knowledge in the most up to date teaching practices and best strategies for student achievement.
- PLC time allows teachers to meet and determine student’s strengths and challenges.

<b>Data Sources:</b>	<b>What data will you collect?</b>	<b>When will you collect this data?</b>	<b>Who will be responsible for collecting the data?</b>
	<ul style="list-style-type: none"> <li>• CAT 4 Assessments (Number Sense, Estimation and Itemized analysis)</li> <li>• Baseline Assessments</li> <li>• On-going Common Assessments</li> <li>• HRSB surveys</li> <li>• PLC minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline assessment (Sept)</li> <li>• CAT 4 assessments (Spring)</li> <li>• Common Assessments (ongoing)</li> <li>• PLC time (ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Math teachers</li> <li>• Content Area Teachers</li> <li>• Students</li> <li>• Parent/Guardian</li> </ul>

<b>Budget 2009-2012 School Years</b>	In each of the first three years of implementation 10 sub days will be used to support teacher professional development work toward our math and literacy goals.  30 X \$160.00 = \$4 800.00
<b>2009-2012 School Years</b>	\$200.00 to be spent on administrative supplies.

## **Question 6: How will you involve the SAC, the parents, the students and the wider community?**

Fairview Junior High's Plan for Improvement requires ongoing involvement and support from: the SAC, the parents, the students, and the wider community in order to create an accurate plan to support improved student achievement. From the beginning of the accreditation process we have updated our SAC, gave them progress reports and included them in the accreditation process. We will continue to update the SAC and ask for their input as we move forward with our plan.

We will involve our students in the plan: through classroom discussions/activities around our school code of conduct, procedures and expectations, whole school assemblies, student surveys, student focus group-leadership, students on SAC, interactions between staff and students.

Currently Fairview Junior High communicates with our parent/guardian and the wider community in the following ways: grade six student and parent orientation prior to attending Fairview Junior High, transition meetings with grade six feeder schools, grade nine transition meetings with Halifax West High School, grade ten course selection activities, ice cream social, multi-cultural festival, immigrant/newcomer evening, grade seven Historica fair, curriculum night, school newsletters, school website, student recognition assemblies, SAC meetings, school sign, Parent Teacher Association meetings, report cards, parent teacher meetings, phone calls, emails, program planning meetings and the student agendas. This communication is ongoing and focuses on updating our school community on the progress we have made towards achieving our goals.