

PLANNING FOR IMPROVEMENT

SCHOOL IMPROVEMENT PLAN



Highland Park Junior High

Planning for Improvement Interim Report

Literacy Goal: To improve student achievement in reading comprehension with a focus on summary and main idea.

A. Strategies Implemented

- Teachers will provide focused reading time for a minimum of one hour per week in all core subject areas (outside of language arts)
- Teachers will implement strategies to support summary and main idea in all subject areas and submit feedback on the effectiveness of the strategies. These will be provided to all staff in a literacy binder
- Teachers will introduce new vocabulary at the start of a new concept
- Teachers will support the use of technology (e.g. Kurzweil) in the classroom to facilitate reading comprehension
- Students will participate in weekly non-fiction writing activities

These strategies were developed from September 2008 to February 2009. Communication and implementation of the strategies began in March 2009; therefore the impact on student achievement has not been fully realized.

B. Data Collection

Data Source(s)	Results: What is the data telling you?
Grade 8 Canadian Achievement Test	- 73% of grade 8 students achieved at stanine four and above in vocabulary indicating a relative strength - 63% of grade 8 students achieved at stanine four and above in reading, indicating an area requiring further intervention
Grade 9 JHLA – Junior High Literacy Assessment	- 71% of grade 9 students, previously identified in grade 6 as needing extra support in writing, have now met the outcomes. - In reading, our grade 9 students are performing above the board average.
Non-fiction writing teacher surveys	- quality of recent writing samples is Better (14%) and Much Better (43%) than earlier samples - an average of 8.6 writing activities has taken place over the year

Report cards	- in 2006-2007, 41.4% of grade 7 and 8 students had an A or B on their report card - in 2007-2008, 36.4% had an A or B - in 2008-2009, 62.0% have an A or B - significant improvement was noted in 2008-2009, compared to the two previous years
Reading records	- data tells us that summary and comprehension need continued support for student improvement (see below)

C. Budget Allocation (2009-2010)

Budget Item	Cost
Teacher resources specific to improving reading comprehension	\$500
6 substitute days for assessing and analyzing reading records and for releasing teams to collaborate on differentiated instructional strategies	\$900

D. Strategies for the upcoming year:

The Literacy Team spent a great deal of time this year creating a goal and strategies that best support our learners. The strategies were communicated and implemented well into the school year and as a result, we intend to continue with their implementation in order to best assess their effectiveness. In addition to these:

- Language Arts teachers will continue to utilize one hour of common planning time each week to align instructional strategies with curriculum outcomes
- Grade level teachers will meet bimonthly to identify struggling students, plan effective interventions and monitor progress
- Teachers will use formative assessment results to inform teaching practice

Professional Learning to Support Achievement of the Goal:

Staff will engage in the following learning activities:	Staff will learn the following from engagement in the professional learning activities (knowledge, skills, and professional practices):
- Staff study groups will be established to examine current research and best practices with a particular focus on students of poverty	- high impact instructional and assessment strategies to better meet the needs of all students
- teachers will continue to learn differentiated instructional strategies and apply them in their daily practice	- how to incorporate instructional and assessment strategies that address multiple intelligences and a variety of learning modalities into daily lesson planning to better meet the needs of all students

E. Measurement

Data sources used to monitor progress	Timeframe(s) for data collection	Responsibility for data collection – who will be collecting
Reading Records	One assessment each term: November, February and May	Literacy Team
HRSB CAT4	Not yet communicated	Literacy Team
Report Cards	December, April and June	Administration

Numeracy Goal: To improve student learning in concepts of operations and number sense

A. Strategies Implemented

- Teachers will collaborate with the math coach to develop instructional strategies related to number operations
- Teachers will introduce familiar fractions and decimals using mental math strategies
- Teachers will use math manipulatives to increase understanding of fractions
- Teachers will use math manipulatives to increase understanding of decimals

These strategies were developed from September 2008 to February 2009. Communication and implementation of the strategies began in March 2009; therefore the impact on student achievement has not been fully realized.

B. Data Collection

Data Source(s)	Results: What is the data telling you?
Grade 8 Canadian Achievement Test (CAT4) 2008-2009	- 78% of grade 8 students achieved at stanine four or above in mathematics, indicating a relative strength and improvement from the 2007-2008 CAT3 results - 64% of grade 8 students achieved at stanine four or above in computation and estimation indicating an area requiring further intervention
Grade 9 Canadian Achievement Test (CAT3) 2007-2008	- 63% of students at Highland Park fell in stanine 4 and above in mathematical concepts, compared to 86% for the HRSB. - 70% of students at Highland Park fell in stanine 4 and above in computations and numerical estimation, compared to 90% for the HRSB.
Common assessments-three times/annually	- Math Team has had difficulty disaggregating the data, as it does not reflect what teachers are observing in their classrooms - possible explanations for this include: teacher turnover (new math teachers last year and this year) and student apathy with regard to standardized test-taking (see below)
Report cards	- in 2006-2007, 41.6% of grade 7 and 8 students had an A or B on their report card - in 2007-2008, 47.7% had an A or B - in 2008-2009, 52.3% have an A or B - steady improvement has been noted by math teachers over the past three years

C. Budget Allocation (2009-2010)

Budget Item	Cost
Student resources specific to improving student learning in operations and number sense (i.e. Jump Math and grade 9 Math Essentials)	\$700.00
12 substitute days for assessing and analyzing common assessments and for releasing teams to collaborate on differentiated instructional strategies	\$900.00

D. Strategies for the upcoming year:

The Math Team spent a great deal of time this year creating a goal and strategies that best support our learners. The strategies were communicated and implemented well into the school year and as a result, we intend to continue with their implementation in order to best assess their effectiveness. In addition to these:

- Math teachers will continue to utilize one hour of common planning time each week to align instructional strategies will curriculum outcomes
- Grade level teachers will meet bimonthly to identify struggling students, plan effective interventions and monitor progress
- Teachers will use formative assessment results to inform teaching practice
- Teacher-student interviews will take place regarding math strengths and challenges during common assessment events

Professional Learning to Support Achievement of the Goal:

Staff will engage in the following learning activities:	Staff will learn the following from engagement in the professional learning activities (knowledge, skills, and professional practices):
- Staff study groups will be established to examine current research and best practices with a particular focus on students of poverty	- high impact instructional and assessment strategies to better meet the needs of all students
- teachers will continue to learn differentiated instructional strategies and apply them in their daily practice	- how to incorporate instructional and assessment strategies that address multiple intelligences and a variety of learning modalities into daily lesson planning to better meet the needs of all students
- new staff will be trained on manipulative use	- how to successfully incorporate regular use of manipulatives into lesson planning

E. Measurement

Data sources used to monitor progress	Timeframe(s) for data collection	Responsibility for data collection – who will be collecting
Common Assessments	One assessment each term: November, February and May	Math Team
HRSB CAT4	Not yet communicated	Math Team
Report Cards	December, April and June	Administration

Declaration

Signature	Name	Position	Date(s)
	Lisa Radimer	Principal	
	Jocelyn Yerxa	SAC Chairperson	