

## **Six Questions for Developing the School Plan for Improvement**

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

As mentioned in the introduction to our school self-assessment, most of our teachers have several years of teaching experience. Teachers are very familiar with the outcomes at their grade level, and instruction is aligned with curriculum outcomes. Teacher professional growth plans and reflections show the depth of expertise that they bring to the classroom, especially in the areas of Math and Literacy, and their desire to continuously hone their teaching skills in areas such as assessment and evaluation. School schedules reflect the expectations outlined in the *Time to Learn* document and there are few interruptions to student learning during the school day for discipline issues, announcements and the like.

Teachers and the school administrative team have high expectations for student learning and clearly communicate these expectations to their students. Students are active in setting goals with their teachers for student achievement and have opportunities to share these goals with their peers and their parents/guardians. Teachers assess their students on an ongoing basis. They use a variety of ways to assess learning and students have a variety of opportunities to demonstrate curriculum outcomes. Teachers are developing an understanding of the importance of using common language in Math and Literacy in order to better communicate targets for success to their students.

Our teachers use varied instructional strategies to meet the diversity in student needs in our school. This includes programming for ESL students and students with special needs such as Autism, ADD or learning difficulties. We have an effective program planning team process in place and resources to help us meet the needs of these students, such as a full-time resource teacher, an itinerant ESL teacher, a Reading Recovery teacher, a YMCA School Settlement worker, a Literacy Coach, access to an HRSB Math leader, a school social worker, school psychologist and speech/language specialist. Effective processes are in place for transition from grade to grade – at the end of each year, for example, in addition to meetings about individual students, teachers fill out a summary sheet of information for the following year's teacher.

DOE, HRSB, and classroom assessments show that our students have strong literacy skills, especially in the areas of accuracy, fluency, personal responses to text, active questioning, vocabulary and writing. Students report that they see themselves as good readers. HRSB parent surveys show that parents are satisfied with the Language Arts program. We encourage and celebrate literacy in many ways, such as inviting authors and storytellers to the school, activities during Family Literacy Day/Week, and having students pair up with another class as "Book Buddies".

DOE, HRSB, and classroom assessments also show that our students are generally strong in mental math, geometry, recalling basic facts, measurement, number sense, patterning, and data management. HRSB student surveys show that students feel they are good at math; parent surveys show that most parents are satisfied with what students are learning in Math.

Our professional development sessions focus on student learning. This year, all of our school-based professional development days were dedicated to the development of our

plan for improvement – considering trends in our data, thinking about our strengths and challenges, and deciding on our priorities for school improvement. Last year, our school-based professional development focused on assessment and evaluation, Math, Literacy, and the *RCH in Learning* policy. Teachers also engage in professional development as part of their PLC meeting time, or during Literacy Cafes and individual meetings with our Literacy Coach. We are moving toward more consistent assessment and evaluation practices in Math and Literacy. Administrators work collaboratively with other staff members to plan professional development that is meaningful and in keeping with policies established by the School Board.

Our budgeting supports curriculum implementation, and each year school and PTA fundraising efforts are directed to purchases that will further enhance student learning. Over the past year we have made purchases of non-fiction books and novels for our upper elementary students, as well as new technology for our building (we are trying to equip each classroom with an LCD projector and with the number of laptops needed for group research projects). Our Literacy Coach has put together “Literacy Boxes” containing books and teaching activities to support teaching of comprehension strategies. Budgeting also supports the purchase of assessment tools, such as the PM Benchmarks binder. Overall, we have the necessary resources to teach Literacy and Math effectively.

Our school celebrates student success in many ways - students and teachers regularly celebrate student achievement within the classroom through praise, displays of work, and invitations to other classes to listen to presentations, to name a few. As a school, we celebrate student learning through announcements, our newsletter, monthly assemblies and special events. Student leadership is encouraged, and our students in grades 4-6 confidently take on roles such as being hosts at assemblies, doing announcements, and helping their peers and younger students through peer mediation and as playground leaders.

Our students are respectful and have a positive attitude toward learning. They are provided with many opportunities for sport, music and drama extra-curricular activities. For the most part, they also have access to many opportunities for learning outside of school hours – students report that they have access to computers and the internet at home, and are involved in various types of sport, music, drama, and art activities.

We are part of a wonderfully multicultural community where diversity is recognized and celebrated. Parents/guardians are supportive of teachers and are involved in supporting their child’s learning at home. Our School Advisory Council is well-informed and works collaboratively with our administrators, providing support and counsel where needed. The PTA and volunteers support school initiatives, making a consistent effort to provide equitable access to school activities. Our HRSB survey results and comments indicate that parents feel informed about our activities and welcome in the school.

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

- All teachers believe that students can learn in their classrooms and all students believe that their teacher always wants them to try their best in school. Students consistently say that they try their best at school. Student responses about “having fun learning” are consistently low, although they like coming to school each day.
- Students, parents and teachers consistently agree that our school is safe, that teachers really care about students, that students are respectful of one another and of the adults in the building, and that students are treated the same as the others at school regardless of culture or race. Families feel welcome at the school.
- Teachers consistently report that they align classroom practices to the *RCH in Learning* policy (formerly the RCH policy).
- For the years 2005-2008, survey results consistently indicated that our teachers did not feel that we take enough time to plan and learn together by subject, grade and/or level. Over the past two years, this has improved, and over 70% of teachers report that in their PLCs, they develop curricular materials, create common assessments, share ideas for making and grading, and use student assessment information to develop instructional strategies.
- For the years 2005-2008, survey results indicated that students did not feel that teachers spent time talking to them about their work. Over the past two years, 70% or more of students have responded that on most or every day, their teachers show them how to do better on their schoolwork.
- Teachers consistently report that assessment of student learning is ongoing in their classrooms and that effective assessment strategies are an integral part of our PFI.
- Teachers consistently report that they explain how work will be evaluated, but parent and student responses in this area are somewhat low.
- On the Grade 3 DOE EEMLA over the past three years, only 6 out of 85 students assessed did not meet the expectations. Of the students assessed, however, less than half (45%, 5%, 45%) were able to provide *strong evidence* of ability to communicate the required mathematical reasoning.
- On the Grade 6 ELA, 100% of our students have met the expectations over the past three years in reading; in writing, three students have not met the overall expectations.
- On the Grade 3 ELLA over the past three years, almost all students have met the expectations in reading, listening and writing.
- On the Grade 5 CAT for Math over the past 3 years, at least 80% of our students have had a competent or proficient score in most areas of the assessment. The

exceptions to this were last year in *adding and subtracting whole numbers* and this year in *multiplying and dividing whole numbers* and *estimation/number sense*. Less than half of our students are showing proficiency in communicating their reasoning in Math.

- On the Grade 5 CAT for Literacy, 80% or more of our students are demonstrating competency or proficiency in all areas with the exception of *reading media text* on this year's assessment (21% did not meet expectations).
- On the Grade 2 CAT for Math, over 90% of our students have shown competency or proficiency over the past 4 years with the exception of *data management* this year (20% did not meet expectations).
- On the Grade 2 Literacy Assessment, our students have shown continuous improvement in accuracy and fluency over the past several years; this year, 100% of our students were accurate and fluent with a Level 18 text. This data is supported by our classroom assessments – most students are able to read with accuracy and fluency at their grade level.
- On the Grade 2 HRSB Literacy Assessment, our students demonstrate that they are improving in their ability to provide support for their responses to text, but are still unable to extend that support.
- All of our teachers agree that their classroom assessment results indicate that students need more practice in communicating their reasoning when problem solving.

Looking at HRSB and DOE data alongside classroom assessment results has confirmed for us that our students are doing well. We know the students who are having difficulty and have strategies in place to help meet their needs. The areas where we see an overall need to improve are in *communication of Math reasoning* and in using comprehension strategies in Literacy in a way that will help students to better support their responses to text. Although our students like coming to school and do their best, survey data seems to indicate that not all students are enjoying what they are learning; this needs to be further examined.

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

The challenges that we feel we can best address through the PFI process in order to make the greatest positive difference in student achievement are the following:

**Math:** Results over time show that not all students are able to provide “strong evidence” in communicating Math reasoning. In a recent teacher survey based on classroom assessments, all teachers indicated that the areas of greatest difficulty for their students were in communication and problem solving. Anecdotal reports from teachers indicate that our students do not yet see how important it is to show on paper what they did to solve a problem. Only 68% of our students reported on the 2009 HRSB survey that they like what they are learning in Math class (most days/every day). Over 20% of students surveyed reported “no” to the statement: “I am good at sharing my ideas in math.”

**Literacy:** Board and DOE literacy data indicate that our students need to improve in extending support for their responses to reading. Only 72% of students surveyed this year reported that they “are good at sharing ideas in their English Language Arts class”. Students are not always able to communicate what they know effectively, especially if they are having learning difficulties or if they are ESL students.

Working on communication in Math and Literacy will also help us in other areas where we are experiencing challenges. Our PLCs will have a clearer focus as we look at pieces of student assessment and as we develop assessments and lessons together. Our professional development will help us to develop a shared understanding of outcomes and common language in Math and Literacy. We will also be building on our practice of sharing curriculum support materials and resources, all areas that were mentioned as challenges during our self-assessment process.

As we develop assessments in our PLCs, we will become more effective in explaining to students and parents how students will be evaluated. Support will be needed in communicating this effectively to parents who have limited English skills.

**4. Based on the challenges you identified, what are your goals for student achievement?**

**Math Goal:** Students will improve their ability to communicate their understanding of number operations.

**Literacy Goal:** Students will demonstrate improvement in responding to text by expressing and supporting their thinking.

**5. What strategies and data will you use to achieve each goal?**

**(See the following pages.)**

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

Our SAC has been helpful to us as we have worked on our self-assessment and Plan for Improvement, offering valuable feedback and suggestions. We will continue this dialogue through reports at our regular SAC meetings – including updates of survey and assessment results – and will post the minutes of these meetings on our school website.

Our Plan for Improvement will be posted on our school website, and on the HRSB website. We will update parents/guardians on progress toward the achievement of our goals through updates in our newsletter and on our school website. We will also make mention of our plan and progress toward achievement of our goals on Curriculum Night. The school will host Math and Literacy sessions where we can discuss communication strategies in Math and Literacy with parents.

We will continue to encourage students, teachers and parents/guardians to fill out the annual HRSB survey.

Students will be informed in age-appropriate language about our goals.

**Budget:**

Total Allotment: \$4000.00

Budget Item	Planned Cost	Actual Cost
23 substitute days@ \$170.00/day	3910	
Total \$	3910	

## INGLIS STREET ELEMENTARY SCHOOL

### PLAN FOR IMPROVEMENT

<p><b>Literacy:</b> Students will demonstrate improvement in responding to text by expressing and supporting their thinking.</p>	
<p><b>Strategies to achieve the goal:</b></p> <ul style="list-style-type: none"> <li>• Teachers will use all components of the Workshop as a framework of instruction, concentrating on students expressing and supporting their thinking.</li> <li>• Teachers will use on-going formative assessments to inform instruction of comprehension and critical thinking skills.</li> <li>▪ Teachers will develop grade-level common assessments for monitoring student growth in comprehension and critical thinking</li> <li>▪ Teachers will participate in regularly scheduled PLC grade clusters with a focus on comprehension and critical thinking skills. They will utilize the information from common assessments to plan instruction.</li> </ul>	
<p><b>Professional development to support achievement of the goal:</b></p>	
<p><b>What will staff learn (knowledge, skills, and professional practices)?</b></p>	<p><b>How will the learning take place (e.g., PLCs, PD, time with coach, etc.)?</b></p>
<ul style="list-style-type: none"> <li>• Teachers will learn conferring with students and how it informs instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Time in PLCs</li> <li>• Time with Literacy Coach (in class/PD)</li> <li>• Professional book/video clubs</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers will learn strategies for explicit teaching of comprehension and critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Time in PLCs</li> <li>• Time with Literacy Coach (in class/PD)</li> <li>• Professional book/video clubs</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers will develop a Common understanding of comprehension/critical thinking and related terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Time in PLCs</li> <li>• Time with Literacy Coach (in class/PD)</li> <li>• Professional books</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers will learn to develop a common comprehension rubric for each grade level and learn to use results to plan for instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Time in PLCs</li> <li>• Time with Literacy Coach (in class/PD)</li> <li>• Professional books</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers will develop common assessments for monitoring student growth in comprehension and critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Time in PLCs</li> <li>• Time with Literacy Coach (in class/PD)</li> <li>• Professional books</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers will learn to integrate new best practices with current ELA curriculum outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Time in PLCs</li> <li>• Time with Literacy Coach (in class/PD)</li> <li>• Professional book/video clubs</li> </ul>

<b>Data sources:</b>		
<b>What data will you collect?</b>	<b>When will you collect the data?</b>	<b>Who will be responsible for collecting the data?</b>
<ul style="list-style-type: none"> <li>• Comprehension Rubrics (School based common assessments)</li> </ul>	<ul style="list-style-type: none"> <li>• Fall and Spring</li> <li>• Spring for Primary</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• School Administration</li> </ul>
<ul style="list-style-type: none"> <li>• HRSB Grade 2 Literacy Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Fall</li> </ul>	<ul style="list-style-type: none"> <li>• HRSB</li> <li>• School Administration</li> </ul>
<ul style="list-style-type: none"> <li>• HRSB Grade 5 CAT.4</li> </ul>	<ul style="list-style-type: none"> <li>• Fall</li> </ul>	<ul style="list-style-type: none"> <li>• HRSB</li> <li>• School Administration</li> </ul>
<ul style="list-style-type: none"> <li>• DOE Grade 6 ELA</li> </ul>	<ul style="list-style-type: none"> <li>• Fall</li> </ul>	<ul style="list-style-type: none"> <li>• DOE</li> <li>• School Administration</li> </ul>
<ul style="list-style-type: none"> <li>• DOE Grade 3 ELLA</li> </ul>	<ul style="list-style-type: none"> <li>• Fall</li> </ul>	<ul style="list-style-type: none"> <li>• DOE</li> <li>• School Administration</li> </ul>
<ul style="list-style-type: none"> <li>• PLC Minutes (with a focus on assessments and current ELA comprehension strategies)</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• School Administration</li> </ul>
<ul style="list-style-type: none"> <li>• Classroom assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> </ul>
<ul style="list-style-type: none"> <li>• Notes from Principal/Vice Principal “Walk-throughs”, with a focus on instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• School Administration</li> </ul>

**INGLIS STREET ELEMENTARY SCHOOL  
PLAN FOR IMPROVEMENT**

<p><b>Math:</b> Students will improve their ability to communicate their understanding of number operations.</p>	
<p><b>Strategies to achieve the goal:</b></p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>▪ Develop a common understanding of effective communication in Math.</li> <li>▪ Develop an understanding of the “Before/During/After” lesson and will implement this 3-part lesson model on an ongoing basis.</li> <li>▪ Develop a common understanding of the 5 representations (concrete, symbolic, pictorial, contextual, and verbal/written) and implement them in their daily math lessons.</li> <li>▪ Develop strategies and provide opportunities for student self and peer assessment of communication skills in Math.</li> <li>▪ Participate in the development, implementation and scoring of grade level assessments to inform Math instruction.</li> </ul>	
<p><b>Professional development to support achievement of the goal:</b></p>	
<p><b>What will staff learn (knowledge, skills, and professional practices)?</b></p> <p>1. Teachers will develop a common understanding of effective communication in Math.</p>	<p><b>How will the learning take place (e.g., PLCs, PD, time with coach, etc.)?</b></p> <ul style="list-style-type: none"> <li>• PD with HRSB Math leader (or coach, if we have one).</li> <li>• PLC time: looking at student work to discuss the development of communication skills.</li> <li>• “Math Cafés” using Van de Walle and other teaching resources.</li> </ul>
<p>2. Teachers will develop a common understanding of the “3-part lesson”.</p>	<ul style="list-style-type: none"> <li>• PD with HRSB Math leader (or coach).</li> <li>• PLC time: developing three part lessons, reflecting on them and discussing student work in order to inform instruction.</li> <li>• “Math Cafés” using Van de Walle and other teaching resources.</li> </ul>
<p>3. Teachers will develop a common understanding of the role of the 5 representations in learning. Teachers will develop their skills in implementing this knowledge in their daily math lessons.</p>	<ul style="list-style-type: none"> <li>• PD with HRSB Math leader (or coach, if we have one).</li> <li>• PLC time: looking at student work to discuss the use of the 5 representations.</li> <li>• “Math Cafés” using Van de Walle and other teaching resources.</li> </ul>

4. Teachers will develop a common understanding of P-6 outcomes in the area of operations (i.e. GCO B).	<ul style="list-style-type: none"> <li>• Full staff PD with HRSB Math leader.</li> </ul>
5. Teachers will develop a common language for teaching the operations.	<ul style="list-style-type: none"> <li>• Full staff PD with HRSB Math leader.</li> <li>• PLC time – lesson planning</li> </ul>
6. Teachers will develop and use common assessments to measure student progress and inform instruction.	<ul style="list-style-type: none"> <li>• PLC time</li> </ul>

**Data sources:**

<b>What data will you collect?</b>	<b>When will you collect the data?</b>	<b>Who will be responsible for collecting the data?</b>
HRSB – CAT.4 Grade 2	Fall	Gr. 2 Teacher, Administrators
HRSB – CAT.4 Grade 5	Winter	Gr. 5 Teacher, Administrators
DOE – EEMLA Grade 3	Spring	Gr. 3 Teacher, Administrators
DOE – EMLA Grade 6	Spring	Gr. 6 Teacher Administrators
Summary notes from Principal and Vice-Principal “Walk-throughs” – looking for evidence of use of the 5 representations	Ongoing	Administrators
Classroom assessment data	Ongoing	Classroom teachers
PLC Minutes	Ongoing	Classroom teachers Administrators
Grade-level assessment results on Communication.	Fall Spring	Classroom teachers Administrators