

Sir Charles Tupper Improvement Plan

Our plan is based on data collected over the past five years, beginning October 2004, and the subsequent analysis of that data. Comments are organized around the major indicators of school success (Implementation of the PSP, Assessment and Evaluation, Strategies for Student Achievement, Safe and Inviting Learning Environments, Family and Community Involvement with the school, Effective Communication, Administrative Leadership, Literacy, Mathematics and Social & Personal Development of Students). Throughout these sections, references are made to various forms of data, including surveys of students, teachers and parents; student learning data derived from classroom, board and provincial assessment tasks; and various other data collected by the school. The Plan has been developed and prepared by the Sir Charles Tupper staff, the School Advisory Council (SAC) and by a four-person Planning for Improvement Lead Team. We look forward to collaboratively improving student achievement at Sir Charles Tupper.

Section 1 - Areas of Strength

Implementation of the PSP has been judged very strong to strong by parents and teachers in the November 2007 survey, and our team's analysis of all data suggests we are strong in the implementation of all curricula, with excellent results in literacy assessments at the grade two level 2007/08 (HRSB), the ELLA and EEMLA assessments at the grade three level (2007/08), the grade five CAT assessments (2006/07 and 2007/08 results) and the ELA assessments at the grade six level (2005-2008). Teachers carefully schedule learning activities to ensure appropriate time and emphasis is given to each subject discipline, and time to learn is given priority in the scheduling of specialists subjects. Interruptions to learning are minimized and all claims on classroom time are carefully evaluated in terms of their contribution to desired learning. Teachers plan learning activities based on the prescribed learning outcomes and prepare year-long plans in mathematics and English language arts to ensure the full curriculum is addressed for all students within the school year. Teachers of students at the same grade level work together to ensure a shared understanding of learning expectations and levels of achievement.

Assessment and Evaluation is a strength. Teachers use a variety of strategies to assess learning. Our assessment methods/tools are aligned with curriculum outcomes and instruction in mathematics and English language arts (ELA). Student learning is assessed on an ongoing basis. Assessment tools are consistent from classroom to classroom and from grade to grade. Teachers are aware of the general types of assessment tools used in classrooms across the school, and share assessment instruments within grade level and in adjacent grades. At the P-3 level ongoing assessments are made through running records and teachers from 4-6 assess literacy skills by way of the assessment binder and literacy interviews; a common writing rubric has been developed for grades P-2 and 3 – 6 students. Progression mapping of math concepts has supported greater sharing of assessment methods throughout grades.

We have a process in place, centered on the School Planning Team, to identify barriers to student learning and to develop plans to ensure that all students are able to successfully

meet the outcomes. Students are supported as needed through Reading Recovery. Assessment results inform the choice of instructional strategies and student learning. Assessment strategies are aligned to students' needs and abilities. Literacy and numeracy skills are a focus and are assessed across the curriculum.

Strategies for Student Achievement: The data relating to academic success is very favourable, particularly in literacy. As a school we are continually developing our own assessment instruments and methods of collecting and analyzing achievement data that will allow us greater understanding of student learning in areas identified or suspected as in need of improvement.

Survey results indicate parents are very satisfied with almost all aspects of their child's educational program. On being asked whether the parent is satisfied with their child's learning in each subject area, parents in the 2007-08 HRSB survey approved strongly or very strongly with learning in English language arts (84%), social studies (92.1%), mathematics (84.9%), science (89.5%), art (86.3%), and physical education (79.5%).

On-going assessment results collected and analyzed by teachers indicate that the students of Sir Charles Tupper School are achieving the grade level expectations set by the Department of Education; in the case of English language arts, teachers' findings indicate these are strengths of our students.

Safe and Inviting Learning Environments: Sir Charles Tupper School has much to celebrate on those elements of school experience covered by this indicator. All three groups (teachers, students and parents) judged the school strong to very strong in this category. Results from the student survey indicate that almost all respondents felt that their teachers expect them to do their best, that teachers listen to what they have to say, that students of all races and ethnic backgrounds are treated fairly, and that they are not bullied, teased or picked on at school.

Results from the parent survey indicate that all parents feel their child likes school, that their child can be successful in school, that school offers a safe place to learn and work; that the school has a positive learning environment and that staff treat their child with respect. Four of every five parents believe that teachers set high expectations for student learning. The monthly calendars of events, the school newsletter and the Communicating Student Learning Plan give evidence of the array of classroom and school-wide events that communicate and celebrate student achievement. The displays of student work throughout the school make evident the accomplishments of our students.

The school responds effectively to the needs of individuals and groups of students. We have in place a knowledgeable and professional School Planning Team which meets monthly to review programming for students identified by teachers or parents as having special needs. A database is maintained for this group of students containing pertinent information on assessments, personnel involved, meetings held and type of documentation kept. It has long been the practice, now augmented by the School Planning Team, for teachers to work together to ensure effective transitions from year to year. Professional development in literacy over the last three years has focused on effective instructional strategies tied to learning needs.

In the teachers' survey, all teachers believe that all students can be successful, that they set high expectations for student learning, that teaching practices are inclusionary, and that all students are treated fairly and respectfully. Like students and parents, teachers believe that the school offers all students a safe and positive place to learn. The School Climate/PEBS Committee is a key group within the school with responsibilities for monitoring the well-being of students and staff alike, and working to ensure that the school remains the inviting, positive and effective place it has been for student learning.

Family and Community Involvement with the School: Data from the parent surveys indicate that parents feel welcomed at school (92.3%) and feel they are well-informed about many aspects of the school (95%). Our policies (set out in the Communicating Student Learning Plan) of scheduling parent-teacher meeting, allowing 15 minutes for each meeting, and providing parents with a student portfolio or samples of student work prior to the interview show our commitment to supporting high quality parent-teacher interactions. As a staff, we have agreed on the importance of each classroom teacher providing good quality information to all parents on both individual student achievement and on the curriculum and expected learning outcomes. There is a standard held throughout the school that parents' inquiries are responded to promptly and effectively. The data indicate that we have a high number of volunteers. The number and quality of work displays, our high literacy scores and events such as: Open House, Historica Fair, concerts and our Remembrance Day Peace Assembly communicate student learning to our community. Parents indicate that they feel they are valued partners in the education of their children and that their efforts as volunteers are appreciated (84.5%). All parents acknowledged that the school works hard to maintain good relations with parents/guardians (93.8%).

Our School Advisory Council chair runs meetings that remain focused on key issues related to learning and planning for improvement. Our strong attendance by members indicates that all feel included and valued. Our members share a common agenda; that being the learning of all children in the school, as opposed to individual members holding and pursuing personal agendas. Communication of all relevant information on PFI is thorough and open. Staff members sitting on SAC have been supportive of SAC deliberations and open to perceptions and issues presented by non-staff SAC members.

Effective Communication is a strength of the school, partly resulting from long-standing practices and partly resulting from a systematic review and revision of all communication practices. Parents and teachers both report very positively on communications in their survey. Student agendas are used by students throughout the year from grades two to six to ensure they are developing the skills and attitudes they need to take responsibility for their learning. Curriculum night provides an opportunity for parents to receive detailed information on the Public School Program.

Parents/guardians are aware of whom to call if they have questions or concerns. All staff assume an active role in addressing parents' questions and concerns and staff ensure there is appropriate follow-up if required. Parents feel they can approach staff in our school if they have a question or issue to discuss. Parents and community members feel welcome in our school. When parents and community members enter our school they see displays of student learning. Signs are posted to create a welcome and safe environment. Our parents through the survey felt they were well informed about school events and

activities. They also felt that concerns and questions were addressed promptly. Teachers' use of the student agendas, message bags and/or weekly homework ensures that they are read and responded to by parents. Very high parent attendance at school events indicates that they are both informed about these events and feel welcome in the school.

Administrative Leadership: All data indicate that the school is very strong on this indicator. Teachers in their survey indicate that school administrators are confident about the expertise of teachers, have a clear vision for the school focused on student learning, set high expectations for the quality of teaching, and involve teachers in planning for improvement. Monthly staff development meetings have a professional development component focusing on outcomes mandated by PSP and contributing to the school improvement goals set for the current year. Key committees within the school are chaired by teachers, who also report to the whole school on the work of their committees. Our school administrators regularly communicate about regional and provincial leadership opportunities by forwarding all e-mails/written materials pertaining to teacher PD events and leadership opportunities, and by encouraging the participation in leadership teams of teachers whose interests and abilities make them good candidates. School administration has put in place an effective communication strategy to ensure that staff, students and parents are well informed about school and board policies and initiatives. Again in their survey, teachers indicated that they take chances to make the school better, teachers and administrators work together to ensure the school runs effectively, and that in making decisions the staff focuses on what is best for student learning. Staff members indicate that they provide leadership in creating a positive school climate and in modeling high expectations for student learning.

Mathematics: Large-scale assessments from the NS Department of Education, HRSB and formative in-school assessments show that children are generally strong in mental math, geometry, recalling basic facts, measurement, number sense, patterning, data analysis and probability. Teachers have seen growth over time based on our school-wide class assessments that have taken place over the last three years, as well as teacher observations, in-class testing, and student involvement in math activities and discussions in math. Teachers at each grade level use PLC time to create common assessments and common math rubrics. Teachers understand the importance of using the same math language from primary to grade 6, and it is a focus at our school... math word walls are featured in classrooms. There is an abundance of math manipulatives in each classroom and children are comfortable using them at all levels. All teachers have posted in their room the three read strategy (making it age appropriate), and use it when working on problem solving activities. Parents are also aware of this process, so when a problem is sent home they understand the language the children are using. There is a wealth of professional material in our resource room, and administration is always willing to purchase suggested material that will support teachers in the area of math and literacy. We identify children struggling early on and provide support for them, whether it be support from our resource teacher or activities that teachers have in the room that can be used in small group settings or by people in the classroom that are providing support. Key Math and the Woodcock assessments are administered in a timely fashion when necessary, in order for an appropriate plan of action to be promptly put in place. We also provide enrichment activities for those strong in the area of math.

Literacy: Our students enjoy reading books for many purposes. We have a collaborative community of teachers, parents and students who work together to improve student learning and achievement. Most of our students met or exceeded expectations in all provincial and board level literacy assessments. Most students met or exceeded expectations in our school-wide writing assessments. We have common literacy assessments, using rubrics created in our PLCs. Teachers use common language on literacy concepts at the P-6 levels. There are many resources, children’s books, videos, organizers and people to access. A large portion of our budget is earmarked for purchasing books for classroom libraries so that children have “just right” books available for their use at all times. Children’s writing is highlighted through personal writing read at assemblies, their published writing in hallways and classrooms. In general, the school community embraces and celebrates literacy in many ways.

Social & Personal Development of Students: There are a variety of programs, activities and opportunities in place to develop our students socially and personally. Students display appropriate behaviour choices consistently. Children participate in co-curricular activities. Students maintain healthy life-style choices in terms of the food they bring to school for snacks and lunch as well as their involvement in athletic events such as track meets, co-curricular activities and family runs.

What are we doing that contributes to our success?

Our school’s professional and staff development activities over the past five years have given great emphasis to the implementation of the mathematics and English language arts (ELA) curricula. Our staff development sessions, both school-based and board-based, have focused on the alignment of the written, taught and assessed curriculum in these subject disciplines. Our expenditures of school-based funds have targeted literacy and mathematics resources for the past five years (as well as information technology hardware). Teachers’ year-long plans in mathematics and ELA are developed and refined annually. Teachers support one another in sharing materials, strategies and planning to achieve improved student learning in these subject disciplines. Teachers continue to use best practices to ensure student success. We are very pleased with our evident strength in these curriculum areas.

Section 2 - Trends in the data

Assessment and Evaluation: One trend evident in the survey data is the variance between the confidence expressed by teachers in their assessment and evaluation practices (with all questions falling within the “strongly agree” or “strong” categories) and the concerns raised by parents in relation to this indicator (with some of their answers within the “neutral” category). The results of the November 2007 survey suggest that we need to convey more successfully to parents what we believe their children understand respecting what is being assessed and also how teachers are assessing and evaluating student work. Seventy-seven percent of parents responding to the survey indicated that they know what teachers are looking for when they evaluate their child's work and fifteen percent were neutral. Sixty-six percent feel their child knows how to assess the quality of his/her work and eighty-six percent of parents feel they know how well their child is doing in school. Our intent respecting assessment and evaluation is to share more of the practices used within the classroom and school with parents, both through classroom-based communications as well as through school-based communications.

On **Effective Communication**, the survey data suggests that there is excellent communication on all aspects of their child's school experiences, and that the Province, Board and school have improved giving parents information about the curriculum and learning expectations. Improving communications has been a focus of school improvement for the past five years, and survey results indicate great success in keeping parents informed about school activities, their children's activities, and school policies. The area we will need to examine further is how we can inform parents about how we assess and evaluate their child's learning. One in every four parents indicated that they do not know what teachers are looking for when they evaluate their child's work. Over the last two years, we have done much in the school in attempting to address this expressed need. We have informed parents during curriculum evenings and we have sent out print materials, both material written by school personnel as well as brochures produced by the Department of Education. Although we are reaching and educating many parents about learning outcomes and assessment/evaluation we need to do more. The task, therefore, will be to make explicit the critical learning outcomes, expected standards/criteria and assessment strategies for student learning.

On **Family and Community Involvement with the School**, we note that the school enjoys a very high level of parent participation in their children's learning through their volunteering in the classrooms, on field trips and in assisting teachers in preparing and organizing learning resources.

On the indicators titled **Administrative Leadership and Safe and Inviting Learning Environments, Implementation of the PSP, Social and Personal Development of Students** there are at this point no trends discernible and no concerns expressed by any of those surveyed. Our School Self-Assessment indicates that we are very strong in these areas.

Strategies for Student Achievement: The data relating to student achievement is very favourable. Educators' and parents' expectations are high and students are experience rich. They lead healthy and active lifestyles and have strong literacy and math skills. Our students are confident learners, they try their best and they have fun learning.

Literacy: In literacy, our grade two assessment results, both board and school-based, indicate that most students were at grade level or exceeded board trends. We have steady upward trends over time indicating that any issues found in terms of literacy instruction are looked at by teachers and corrected in order to improve student achievement.

The provincial assessment at the grade three level (ELLA) indicates that 97.3% of our grade three students scored at and/or exceeded grade level expectations. In the CAT 4 Grade 5 assessments, 85% met or exceeded expectations in reading and 87% met/and or exceeded expectations in vocabulary. 100% of our grade six students met and/or exceeded expectations in the provincial English Language Assessment (ELA) in reading and 97.7% met/and or exceeded expectations in writing. These high scores in writing and reading are a consistent trend for our school. These finding are comparable to the formative assessments and observations teachers use along with daily work, assignments and student conferences to track student achievement.

The trend in the data shows that there is, however, a small group of students with identified learning disabilities who do not develop the levels of literacy expected for their grade level. For these students, the school provides additional and/or different instruction for them to meet the learning outcomes designated for each grade. We are in particular concerned that all of our students achieve and demonstrate solid literacy ability by the end of grade two, and to that end we are organizing our instructional program so that those identified as struggling receive timely and appropriate interventions over the course of their first and second year at school. We also track their development as readers over the course of these years, and beyond.

Mathematics: Large-scale assessments from the NS Department of Education, HRSB and formative in-school assessments show that children are generally strong in mental math, geometry, recalling basic facts, measurement, number sense, patterning, data analysis and probability. Teachers have seen growth over time based on in-class assessments, which take the form of observations, in-class testing, and student involvement in math activities and discussions in math. Teachers at each grade level use PLC time to create common assessments and common math rubrics. There is a wealth of professional material in our resource room. Teachers understand the importance of using the same math language from primary to grade 6, and it is a focus at our school... math word walls are also featured in classrooms. There is an abundance of math manipulatives in each classroom and children are comfortable using them at all levels. All teachers have posted in their room the three read strategy (making it age appropriate), and use it when working on problem solving activities. Parents are also aware of this process, so when a problem is sent home they understand the language the children are using. We are strong at identifying children struggling early on and provide support for them....giving Key

Math assessments when necessary. We also provide enrichment activities for those strong in the area of math.

Our school results for elementary mathematics indicate that our students are meeting and/or surpassing the expectations of the Board's grade two math outcomes and our grade three students scored well in the provincial assessments with 97.2 % of our students meeting and/or exceeding expectations in the overall score of the EEMLA (2008). Our 2008 school results in the CAT 4 assessments indicate that at the grade five level although we are well above the board-wide and nation-wide results, 40% of our students are low in adding and subtracting whole numbers, 42% are low in estimation and number operations, and 14% are low in multiplying and dividing whole numbers. This is quite similar to the CAT 3 findings in 2008.

Areas for improvement include paper and pencil computations of subtraction/addition with regrouping and multiplying/dividing whole numbers. The evidence suggests that some of our students need to improve in their conceptual understanding of number and their capacity to orient their math thinking especially when working through word problems.

Section 3 – Challenges

- 1) There is no doubt that finding time to efficiently and effectively instruct the expected curriculum outcomes in math and science, as well as literacy are challenges. The math curriculum is currently being reviewed and realigned at the DOE level. Our focus will be to strive for quality instruction and quality student learning.
- 2) A specific challenge we hope to highlight is that of our school library. We purchase many great books annually from funds raised by our PTA. This year we purchased magazine subscriptions as well as high interest books for our male students. We feature books and authors weekly, students make recommendations to peers regarding interesting books to read. We participate in the Writers in the School Program. We have a library support team of students...and we are hoping to see changes in the statistic regarding our school library.
- 3) It is essential to communicate to our children how to set personal goals and how to achieve them. Students will evaluate and reflect upon their successes and learn self-assessment strategies, continually set new goals and understand their role in the assessment of their learning. Teachers and students need to consistently view assessments as student learning opportunities and will share rubrics with students and parents on a regular basis.
- 4) Given the changing demographics of our parent population our challenge is to ensure continued high levels of parent participation and involvement. It is critical that parents read the information they receive. This year all information is on our website and also sent to personal emails.

5) In literacy, students' reading of non-fiction texts and subsequent comprehension of those texts, including interpretation of text features, is an area that needs to be a focus for both school and individual classroom teaching. We need to continue to develop and use common language of literacy from P-6. We need to focus on explicit teaching of non fiction and informational text outcomes at all grade levels. We need in-school PD on non fiction text and strategies to improve student learning and achievement. We need to gather more informal data on student's understanding and fluency of non fiction/informational texts.

6) In mathematics the challenges we face are to:

- a) encourage students to feel comfortable writing about math
- b) focus on problem solving and communication of reasoning on a regular basis.
- c) develop writing tasks and sample plenary activities that would give students daily practice in writing and other ways of representing their ideas
- d) continue to develop rubrics applicable for our school's needs that can be used during common assessments, especially in the area of problem solving.

In the Grade Three EEMLA results for 2008/09 (administered May'08), student performance in the area of operations, number sense and communication of reasoning was significantly lower than the results of the previous year.

Recalling the basic facts, and once again encouraging children at this level to feel confident writing about math, in ways that will convey their understanding is an issue.

As reported in the data, the result of the CAT 3 for Grade 5 (2007) indicated a weakness in computation. The challenge is:

- a) to continue to find strategies that will assist our now grade 6 students in their understanding of the number operations.
- b) encourage grade 6 teachers to continue to work together to create various problem solving activities with computation as the focus .

Results from our SCT assessments in May 2007 showed that only 77% of grade four students achieved the goal of 80% proficiency in recalling basic facts. In May 2008 the CAT 3 for Grade 5 tested the same cohort of children...results showed, as indicated in the results portion of this report, that there was a weakness in this area as well.

Another gap of note is the results of the May 2008 EEMLA assessment. 10 out of 35 children scored below the Provincial Mean of 500. The two areas that were the lowest within this strand were recalling basic facts mentally and actual computation in addition and subtraction. As well, nine out of 35 scored below the mean in number sense. Of note, 7 out of the 10 children that scored below the mean have been identified as students with issues in math or literacy, and 6 of them have adaptations that support their learning, and are on our resource caseload.

Section 4 – Our Goals for Student Achievement

Math Goal 1: To improve student’s ability to problem solve when working with number operations so that they can clearly communicate their understanding and thinking process.

Literacy Goal 2: To improve student achievement in literacy by focusing on reading comprehension and critical thinking in non-fiction genre.

Section 5- Strategies and Data to achieve goals

MATH

Goal 1: To improve student’s ability to problem solve when working with number operations so that they can clearly communicate their understanding and thinking process.

Strategies to achieve this goal:

Teachers will use PLC time to focus on the common understanding of operational processes at each grade level.

Teachers will focus on the development of writing performance tasks and sample learning experiences which will allow students to represent ideas in multiple representations.

Teachers will implement the Three Read Strategy as a part of their instruction.

Teachers will create bins of thinking tools and provide students with explicit instruction for the use of these learning tools as a way of communicating their learning.

Teachers will provide identical math journals for each student Which will give children at each grade level the forum to effectively communicate their understanding and thinking process.

Teachers will develop common assessments that will allow for shared understanding of what’s being assessed and how their instruction will change.

Professional Development to support achievement of the goal:

Staff will engage in the following learning activities...

- 1. Teachers will use Puddle Questions, Road to Reasoning, Good Questions for Math Teaching, ideas from Van de Walle and the Curriculum Guide to help them in their development of performance tasks and best practices.
(level 2 and 3 questions)**

- 2. Teachers will work together at each grade level to develop a common assessment that will monitor student growth in the area of our focus.**

Staff will learn the following from the professional learning activities...

- 1. Teachers will learn to formulate solid, worthwhile tasks using solid story structures and come to a common understanding of level 2 and 3 questions. Teachers will also become learn about the best practice for teaching operations.**
- 2. Teachers will learn how to develop and use common assessments, such as rubrics that will provide information about operational learning and a**

<p>3. Teachers will engage in a discussion with a math coach or math leader about the Three Read Strategy used in problem solving to ensure that each teacher is using the same mathematical language at each grade level.</p> <p>4. Teachers will engage in curricular mapping for math across the grade levels.</p> <p>5. If approved to pilot Prime, teachers will begin to use it in their classrooms.</p>	<p>student's ability to work through level 2 and 3 questions.</p> <p>3. Teachers will become aware of the importance of giving children the opportunity of representing their ideas in different ways when approaching a mathematical problem..giving them, for example, the opportunity to use graphic organizers or writing prompts. It also will give each teacher the opportunity to come to a common understanding of what is problem solving.</p> <p>4. Teachers will gain a greater understanding of the math outcomes at each grade level and this knowledge will inform their teaching. Teachers will also gain a common understanding of what is expected in terms of common language and practices.</p> <p>5. If approved, teachers will have another tool that will help them understand the math they teach and how students progress through the developmental stages of number and number operations. It will provide them with another way of thinking.</p>
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What data will you collect?	When will you collect the data?	Who will be responsible?
HRSB - CAT4 grade two	Fall	Grade 2 teachers Administrators
HRSB - CAT4 grade five	Fall	Grade 5 teachers Administrators
DOE – EEMLA grade three	June	Grade 3 teachers Administrators
Sir Charles Tupper in school assessment	Fall and Spring	All classroom teachers, math team and administrators

LITERACY

Goal 2: To improve student achievement in literacy by focusing on reading comprehension and critical thinking in non-fiction genre.

Strategies to achieve this goal:

- **Teachers will continue to use professional literacy resources in Reader's Workshop.**
- **Teachers will enlist mentoring support from literacy coach, resource teacher, and networking with their colleagues.**
- **Teachers will use their PLC time to collaborate on grade specific curriculum literacy outcomes, literacy activities and materials, and/or develop common assessments to support this goal.**
- **Teachers will participate in Professional Development that increases their expertise in this area.**

Professional Development to support achievement of the goal:

Staff will engage in the following learning activities...

Staff will learn the following from the professional learning activities...

1. Teachers will use PD resources such as Stephanie Harvey's Non-Fiction Matters, Tony Stead's Is It A Fact?, etc. to develop explicit teaching practices for Reader's Workshop.

2. Teachers will engage in dialogue, and team-teach with our mentoring staff, such as the Literacy Coach, resource staff and administration.

3. Teachers will continue to review the outcomes related to each stage in the reading process in their PLC/PFI meetings and professional reflections.

4. Teachers will make literacy strategies for comprehension in non-fiction a regular focus in their PLC meetings.

5. Teachers will develop common assessments for monitoring student growth in comprehension and critical thinking in non-fiction.

1. Teachers will ensure a consistent teaching of the reading process throughout the school in grade P-6.

2. Teachers will add to their understanding and expertise in effective instruction for increased student comprehension.

3. Teachers will gain a greater understanding of literacy outcomes from P-6.

4. Teachers will gain a common understanding of comprehension strategies in non-fiction genre, and use consistent terminology.

5. Teachers will learn how to develop and use common effective assessments, such as, checklists, rubrics self-assessments, etc.

Data Sources:		
What data will you collect?	When will you collect the data?	Who will be responsible?
<ul style="list-style-type: none"> • DOE grade six literacy assessment 	Fall	Grade six teachers Administrators
<ul style="list-style-type: none"> • Doe ELLA grade three 	Fall	Grade three teachers administrators
<ul style="list-style-type: none"> • Grade CAT 5 	Winter	Grade 5 teachers Administrators
<ul style="list-style-type: none"> • In school assessment 	November and May	All classroom teachers, literacy team and administrators

Section 6 - Implementation and Communication Issues

Year One of the PFI process at our school has certainly allowed for a common understanding of the entire planning for improvement process by all staff, school community and SAC members. We have engaged in a culture of inquiry through our PLCs, collected and used data to guide our plan, inform classroom instruction and improve student achievement. We have involved the school community and SAC in our PFI process, and communicate regularly about student achievement.

The entire staff completed the school self-assessment along with SAC input and responded to the critical six questions:
 What are we doing well? What trends do we see in our data? What challenges do we need to address in order to make the greatest difference in student achievement?
 Based on the challenges we have identified, what are our goals for student achievement?
 What strategies and data will we use to achieve each goal? Finally, how will we involve the SAC, parents, students and the wider community?

We have structured our committees so that each targeted area in our Improvement Plan has a corresponding committee with responsibilities for implementing the agreed strategies, tracking progress, and evaluating impact on student learning. Each of these committees is chaired by a teacher-leader. The chairs of each committee are also members of the Planning for Improvement Team, thereby ensuring effective communication and linkages among the different working groups within the school. In addition, two of the four members of the Planning for Improvement Team are members of the School Advisory Council.

By organizing our Planning for Improvement leadership in this way, we are confident that comments, concerns, questions, and suggestions from teachers and the School Advisory Council will be heard and brought to the table for discussion. This structure

ensures that information from and decisions made by the Planning for Improvement Team are effectively communicated to all interested parties.

Throughout the Planning for Improvement process, the School Advisory Council has been informed of developments, and all important decisions and documentation have been reviewed and discussed by the SAC. The school profile, school self-assessment and school improvement plan have each been reviewed and the points raised have been incorporated in the final draft. As we move forward in the implementation of our plan, the Planning for Improvement Team will be reporting regularly to the SAC. It is our expectation that in creating school improvement goals, with corresponding monitoring and evaluation components, we will be able to engage our SAC in accountability discussion that are well grounded in shared and comprehensible data.

We have for several years worked to ensure effective communications on our school improvement efforts. Our annual plans and year-end reports have been conveyed to parents through the monthly newsletters as well as through our website. In October 2008, we began a paperless initiative in an effort to become more environmentally friendly. School newsletters and notices are sent to parents by e-mail. We have also provided various parent information evenings on the data we have collected, and the plans we have developed. We have invited comment and feedback as part of these processes. We will continue in the same vein, though we note that we receive very little to no feedback on any communication respecting our planning for improvement (apart of course from the discussions within the SAC). We have credited this lack of response as indicating among parents a confidence in the work of the school in relation to the education of their children. We are led to this conclusion by the very positive responses on our parent surveys throughout the years.

Students will become aware of our improvement plans through their continued participation in literacy and math learning including various activities that form part of our tracking and monitoring strategies.