

# St. Joseph's A. McKay Plan for Improvement 2008-09

(Last revised January 13/09)

<p><b>Goal 1:</b>  <b>Improved student achievement in the area of reading; specifically to improve fluency, accuracy, time and engagement during independent reading.</b></p> <ul style="list-style-type: none"> <li>• Primary and Grade 1 students will focus on early literacy concepts (CAP)</li> <li>• Grades 1-6 students will focus on learning to read with improved accuracy, fluency and comprehension.</li> <li>• Grades 4-6 students will focus on learning to read informational text with improved accuracy, fluency and comprehension.</li> </ul>	
<p><b>Strategies to achieve the goal:</b></p> <ul style="list-style-type: none"> <li>• Reading workshops in all classrooms (Teaching in Action-DOE Resource)</li> <li>• Explicit instruction of reading strategies (Gradual Release of Responsibility Model)</li> <li>• Ongoing teacher/student conferences</li> <li>• Individual assessment (CAP, Running Records, Writing Rubrics) of each student to develop a learning profile beginning in Grade Primary and continuing through to Grade 6</li> <li>• Primary and Grade One Infusions in French and English classrooms</li> </ul>	
<p><b>Professional Development to support achievement of the goal:</b></p>	
<p><b>Staff will engage in the following learning activities:</b></p>	<p><b>Staff will learn the following from the professional learning activities (knowledge, skills, and professional practices)...</b></p>
<ul style="list-style-type: none"> <li>• Ongoing professional development for teachers under the leadership of school and Board literacy teams.</li> </ul>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers will meet regularly to establish Professional Learning Communities.</li> </ul>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<ul style="list-style-type: none"> <li>• Monthly Literacy Cafes focusing on fluency, independent reading, running records, and comprehension strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy cafes to share professional knowledge and skills through discussion, conferencing and practice demonstration, specifically: <ul style="list-style-type: none"> <li>➤ how to do running records</li> <li>➤ implementation of mini-lessons during independent reading</li> <li>➤ emphasize accuracy and comprehension as a way to support/improve fluency</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Implementation of transition data binders.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition binders used to inform and guide teaching practices and inform instruction.</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>• Observation Survey (Marie Clay)</li> </ul>	September June	Classroom Teachers Resource Teachers Literacy Coaches
<ul style="list-style-type: none"> <li>• Oral Reading records (PM Benchmark, GB+ Benchmark, Atlantic Canada Assessment Resource)</li> </ul>	September February June	Classroom Teachers Resource Teachers Literacy Coaches
<ul style="list-style-type: none"> <li>• HRSB fluency rubric</li> </ul>	September February June	Classroom Teachers Resource Teachers Literacy Coaches
<ul style="list-style-type: none"> <li>• Ongoing teacher assessments</li> </ul>	As needed	Classroom Teachers
<ul style="list-style-type: none"> <li>• HRSB Grade Two literacy assessment</li> </ul>	October	Literacy Coaches, HRSB
<ul style="list-style-type: none"> <li>• ELLA (Early Language Literacy Assessment, English program- grade 3)</li> </ul>	October	DOE
<ul style="list-style-type: none"> <li>• CAT 4, Level 14 Literacy (English &amp; French program, grade 5)</li> </ul>	October	HRSB
<ul style="list-style-type: none"> <li>• ELA (Elementary Literacy Assessment, English and French, grade 6)</li> </ul>	October	DOE

**Goal 2:**

**Improve quality and quantity of student writing, focusing specifically on ideas, organization, and conventions.**

- Grade Primary: Students will form an idea by composing one to two simple sentences recorded as a journal entry. Students will record some high frequency words and will be able to record some dominant sounds.
- Grade One: Students will independently compose a journal entry that has a beginning, middle, and end. There will be evidence of more high frequency words and closer approximations to conventional print.
- Grades 2 & 3: Students will independently compose a story that has a beginning, middle and end. There will be evidence of more detail and descriptive language. A variety of high frequency words will be spelled conventionally.
- Grade 4: Students will independently compose a mystery or adventure story that has a beginning, middle and end. There will be evidence of one or more characters and a problem that needs to be solved. There will be evidence of detail and descriptive language. Students will demonstrate the use of many conventions of written language in their final product
- Grades 5 & 6: Students will be able to independently compose a persuasive piece of writing that has an introduction, body, and conclusion. They will include a main idea and strong arguments that prove the main idea. Students will demonstrate consistent, correct use of conventions of written language in their final product.

**Strategies to achieve the goal:**

- Writing workshops in all classrooms (Teaching In Action-DOE Resource)
- Explicit writing instruction (Gradual Release of Responsibility Model)
- Ongoing student-teacher conferences

**Professional Development to support achievement of the goal:**

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

- Ongoing PD for teachers under the leadership of our school and board literacy team
- Teachers will meet regularly to establish Professional Learning Communities.

**Staff will learn the following from the professional learning activities (knowledge, skills, and professional practices)...**

**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>
<ul style="list-style-type: none"> <li>• Base-line writing sample</li> </ul>	October	Classroom Teachers
<ul style="list-style-type: none"> <li>• Final writing sample</li> </ul>	May/June	Classroom Teachers
<ul style="list-style-type: none"> <li>• School based writing rubric specific for each grade level</li> </ul>	October/May	PFI Committee

<ul style="list-style-type: none"> <li>• HRSB Assessments</li> </ul>	October (Grade 5)	HRSB
<ul style="list-style-type: none"> <li>• Department of Education Assessments</li> </ul>	October (Grade 3) October (Grade 6)	DOE – ELLA DOE - ELA
<ul style="list-style-type: none"> <li>• Ongoing teacher assessments</li> </ul>	As needed	Classroom Teachers
<ul style="list-style-type: none"> <li>• Individual assessment of each student to develop a learning profile beginning in Grade Primary and continuing to Grade 6.</li> </ul>	June in preparation for Transition binder for receiving teacher in September	Classroom Teachers

<p><b>Goal 3:</b>  <b>Using a school-based assessment, students will show progressive and ongoing improvement in their ability to perform applications of number operations concepts.</b></p> <ul style="list-style-type: none"> <li>• Create an environment which values the importance of mathematics.</li> <li>• Use of common Mathematics language for instruction and assessment.</li> <li>• Create a common school-based assessment for operations</li> </ul>	
<p><b>Strategies to achieve the goal:</b></p> <ul style="list-style-type: none"> <li>• Ensure that our classrooms are adequately equipped with Mathematics materials.</li> <li>• Ensure that our classroom teachers have the required curriculum documents and supporting documents to align instruction with outcomes</li> <li>• Teachers supporting instruction through the use of manipulatives</li> <li>• Introduce common Mathematics language</li> <li>• Teachers incorporating the 5 Representations in instruction and assessment</li> </ul>	
<p><b>Professional Development to support achievement of the goal:</b></p>	
<p><b>Staff will engage in the following learning activities:</b></p>	<p><b>Staff will learn the following from the professional learning activities (knowledge, skills, and professional practices)...</b></p>
<ul style="list-style-type: none"> <li>• Professional Development around manipulative use</li> </ul>	<ul style="list-style-type: none"> <li>• How to use concrete materials</li> <li>• How to manage manipulatives</li> <li>• Types of manipulatives available to support outcomes</li> </ul>
<ul style="list-style-type: none"> <li>• Prime Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Assessment for learning</li> </ul>
<ul style="list-style-type: none"> <li>• Professional Development on new additions to curriculum documents</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Math</li> <li>• To be determined as new documents are rolled out by DOE</li> </ul>
<ul style="list-style-type: none"> <li>• Professional Development opportunities for 5 Representations</li> <li>• Establishing PLC's based on subject/areas of interest rather than by Grade level (i.e. PLC on Modeling or PLC on creating Mathematics Journals)</li> <li>• Bi-weekly meetings with PLC's during common specialist times</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and instruction strategies around the use of the 5 representations</li> <li>• How to use Anchor Charts depicting the 5 Representations which will be displayed in the classroom</li> <li>• Topics to be determined by PLC groups</li> <li>• Using assessment to guide instruction</li> <li>• Lesson study</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>• HRSB Parent Survey (PFI)</li> </ul>	<ul style="list-style-type: none"> <li>• September (Annually)</li> </ul>	<ul style="list-style-type: none"> <li>• HRSB</li> </ul>
<ul style="list-style-type: none"> <li>• HRSB Student Survey (PFI)</li> </ul>	<ul style="list-style-type: none"> <li>• September (Annually)</li> </ul>	<ul style="list-style-type: none"> <li>• HRSB</li> </ul>
<ul style="list-style-type: none"> <li>• HRSB Teacher Survey (PFI)</li> </ul>	<ul style="list-style-type: none"> <li>• September (Annually)</li> </ul>	<ul style="list-style-type: none"> <li>• HRSB</li> </ul>
<ul style="list-style-type: none"> <li>• Inventory of curriculum documents</li> </ul>	<ul style="list-style-type: none"> <li>• March 2009 and every September thereafter</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and Administration</li> </ul>
<ul style="list-style-type: none"> <li>• Inventory/Want list of manipulative materials by classroom</li> </ul>	<ul style="list-style-type: none"> <li>• March 2009 and every June and September annually</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administration</li> </ul>
<ul style="list-style-type: none"> <li>• Common assessment piece to be tested by students</li> </ul>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<ul style="list-style-type: none"> <li>• DOE EEMLA results (Grade 3)</li> </ul>	<ul style="list-style-type: none"> <li>• June (Annually)</li> </ul>	<ul style="list-style-type: none"> <li>• DOE</li> </ul>
<ul style="list-style-type: none"> <li>• CAT – 4 (Grade 2 and Grade 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Fall (Annually)</li> </ul>	<ul style="list-style-type: none"> <li>• HRSB</li> </ul>

