



## **Saint Mary's Elementary School Improvement Plan**

**Our school's Planning for Improvement Team consisting of Anne Marie Ledwell, Grade 2 Teacher; Andrea Fader, Grade 6 Teacher and Janice Graham, Principal have attended inservices and training sessions and meet regularly to review and update our school plan.**

**This plan is to guide us as a school toward continuous school improvement. The plan can be found below in this document and it lists answers to 6 questions regarding what we are doing as a school in relation to student achievement and what trends we notice in our data.**

**As well, there is a section that outlines goals which will be our focus for the upcoming school year.**

**The PFI team have reviewed board and provincial assessments, looked at trends in our HRSB survey information and held meetings with school staff to identify target areas for focus. These target areas have become the Goals section of our PFI Plan (more detail on the goals is found below).**

**Finally, our PFI team has met with a Peer Review Team to review our goals and plans for school and student improvement. We are now ready to implement our plan and this information is provided in detail in the attached document.**

**If you have any questions or would like further information, please contact the school.**

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### **What are we doing well at Saint Mary's Elementary School?**

**Saint Mary's Elementary School community set high expectations for student learning.**

Our students have performed very well on provincial, regional and school based assessments in literacy and math. Our categories around the Public School Program, Assessment and Evaluation, Strategies for Student Achievement were all rated as areas of strength. Our surveys indicated that parents and students are more than satisfied with the curriculum, instruction, resources, and the academic achievement of our students in most subject areas.

**Saint Mary's Elementary School has a warm and inviting school climate.**

The data from parent surveys indicates that we have a very positive, safe and inviting learning environment in which the staff, administration and community work collaboratively to maintain. Evidence supports that individuals feel they can communicate a concern or talk to someone if they are having difficulties. This includes students feeling that they are listened to by their teachers and have opportunities to share their ideas. Parents report that they feel they can communicate with one another when there are difficulties and/or successes.

**Student surveys indicate that they feel safe and confident as learners in their school environment.**

Students feel secure in asking questions and going to their teachers if they need help. They are supported so they can always do their best in school. The data also indicates that students feel that people of all races and ethnicities are treated fairly and equally at school. Students do not feel that they are bullied, teased or picked on while at school and that they are treated like other students in their school. Parents and students agree that school rules are applied equally, and that all children are treated with respect. Visitors to our school frequently state that our students are well behaved and that our school is very welcoming. Regular celebrations at our school are held to invite all community members, parents and students to develop, maintain and foster an inclusive learning environment for all parties. As well, the data indicates that all parties feel they are respected and treated equally at our school.

**Teachers feel they have thorough knowledge of the curriculum.**

Teachers employ good instructional practices and they communicate student learning effectively to students and parents/guardians. Teachers use this information to further direct their instructional practices in the classroom. Our staff is very active in mentoring volunteers and student teachers, and supporting new teachers and their peers.

**Administrators promote and provide opportunities for staff leadership.**

Teachers believe that administrators are confident in their expertise and that they set high expectations for teaching and learning. In the last two years, all but one teaching staff have recently completed the F.A.B. program to support the development of student achievement throughout reading and writing workshops. One teacher embarked on the Entrepreneurial Adventure Program; and one was approved for a Health Promotion School Grant in order to begin a canteen in the school to promote healthy recess snacks.

**Students and parents believe that they are treated the same regardless of their race and ethnicity at Saint Mary's Elementary School.**

A large number of student respondents (95%) agree that they learn about different cultures at our school. All staff at Saint Mary's Elementary School work to ensure that our school practices and culture reflects the standards outlined in the Board's RCH policy. We have offered several multicultural experiences to celebrate diversity. These have included African drumming, African dancing, Mi'Kmaq drummers and an annual Multicultural Fair. Religious and cultural holidays are recognized and celebrated regularly in the classroom and in the school as a whole.

**It was consistently demonstrated throughout the recent school closure process that our school community, parents and students strongly support what we are doing here at Saint Mary's Elementary School.**

Based on the attendance for both of the recent public meetings held at Saint Mary's Elementary School hosted by the Halifax Regional School Board; parents, staff, and community members indicated that curriculum implementation, inviting school success and promoting student achievement are all meeting, if not exceeding expectations.

**In an effort to develop stronger community liaisons, students were also involved in several programs.**

These included the Grand-friends and Intergenerational Programs offered through Spencer House, Entrepreneurial Adventure Program with BMO Canada, Battle of the Books through Woozles Book Store and Roots of Empathy. We have a strong affiliation with local universities for voluntary services including the mentorship program of Big Brothers/Big Sisters and Supernova Science Workshops by Dalhousie students. Our school is a strong advocate for healthy living and closely follows the Provinces Healthy Living Guide by incorporating such programs as intramurals, running club, healthy eating canteen (run by the grade 6 class), physical activity bins for each classroom, and a fruit explosion experience where students of Saint Mary's Elementary School were given the opportunity to sample a variety of fruits from around the world.

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## What trends do we see in the data?

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**O**ver the past five years, the PFI survey indicates certain trends in our data. There has been a decline in survey respondents over the past three years, which we believe could be attributed to the threat of school closure facing Saint Mary's Elementary School.

### **INCLUSIVENESS:**

**T**he results in the student data indicate that racism is not a problem here at Saint Mary's. Students feel they are learning about different cultures, conversely a small minority feel they are not being treated the same as others regardless of race or ethnicity.

### **PLC:**

**O**verall, there is a positive response in the effectiveness of the Professional Learning Community initiatives, more specifically in the sharing of curriculum resource materials. During this time, the curriculum priorities are aligned with grade level groupings. Both school leadership and professional development results indicate an increase from 2005.

### **CLASSROOM PRACTICES:**

**O**verall, students are aware of classroom expectations, yet some report they do not feel challenged. The results from students dealing with inviting school success indicate there has been a slight improvement. However the academic success results show a slight decrease from students' view points. The assessment and evaluation results from student data also reflect minor decreases.

### **MATHEMATICS:**

#### **Increases**

**I**n the area of Mathematics, the school has collected and analyzed data since 2007 (CAT 4 in grade 2, EEMLA in grade 3, CAT 4 in grade 5 and the DOE Grade 5 Mathematics Assessment 2007). The results demonstrate a trend in our data indicating that we have steadily improved/strengthened our achievement results in many of the strands of mathematics measured over the past three years.

**O**ne hundred percent (100%) of students who wrote the CAT4 assessment in grade 2 were deemed competent or proficient in the categories of Measurement & Geometry as well as Estimation

& Number Operations. **Ninety-four percent (94%)** of students who wrote the CAT4 assessment in grade 2 were deemed competent or proficient in the categories of Number Sense, Patterns & Algebra, and Data Management.

**Eighty-seven point five percent (87.5%)** of grade three students who wrote the Early Elementary Mathematics Literacy Assessment (EEMLA) in 2008 were deemed meeting expectations. No scores were low enough to require tracking with a Mathematics Development Record.

**G**rade five students at Saint Mary's Elementary School generally performed well on the CAT4 mathematics assessment in 2008. Compared to HRSB's results, students are, in some cases, aligned with HRSB but also above the regional average in various strands. The grade 5 CAT4 results are aligned with HRSB results with only minor variations related to specific items. These results are described elsewhere in this document.

### Decreases

**E**xamining the data from the past five years, the grade 2 CAT4 mathematics results reveal two areas of concern: addition and subtraction of whole numbers. **Eight-nine percent (89%)** of students who wrote the CAT4 assessment in grade 2 mathematics were deemed competent or proficient in the category of adding whole numbers. **Eight-three percent (83%)** of students who wrote the CAT4 assessment in grade 2 were deemed competent or proficient in the category of subtracting whole numbers. These two scores were significantly lower than any other category on the grade 2 assessment for Saint Mary's Elementary School and therefore deserve some attention. This trend is one which as a school, we have chosen to address by focusing on problem solving.

**M**ost students who wrote the Early Elementary Mathematics Literacy Assessment (EEMLA) in 2008 were deemed meeting expectations. However, one area which indicated a need for improvement was communication of mathematical reasoning. Students were scored on their written responses to 8 questions. **Eighty-one percent (81%)** of the responses to questions showed some or strong evidence of mathematical reasoning; the remaining **nineteen percent (19%)** of the responses showed little or no attempt to solve the problem. This supports the school's decision to focus on problem-solving and explaining mathematical reasoning.

**G**rade five students at Saint Mary's Elementary School generally performed well on the CAT4 Mathematics assessment in 2008 and the 2007 Grade 5 Mathematics provincial assessment; although there were a few areas of relative weakness on specific items. These items included coordinate graphing, division, equivalent fractions and decimals. Students performed below HRSB in the area of geometry and spatial sense, but better than the mean of students in Atlantic Canada. These weaknesses will be addressed in the context of problem-solving.

### LITERACY:

**T**he following assessment instruments were analyzed to identify trends that are revealed in the data since 2006:

- **Grade 2 English Language Assessment, 2006 - 2008**
- **Grade 3 Early Language Literacy Assessment, ELLA 2007 - 2008**
- **Grade 4 Canadian Achievement Test, CAT 2007 - 2008**
- **Grade 5 Canadian Achievement Test, CAT 2007 - 2008**
- **Grade 6 ELA 2006 - 2008**

**T**he Grade 2 assessment, which measured Reading and Viewing General Curriculum Outcomes 4, 6 & 7, administered by HRSB, revealed that **eighty (80%) to ninety (90%) percent** of our students scored in the **eightieth to ninetieth percentile** for self assessment of reading competence; they read self selected and assigned level 18 texts, fluently and accurately; and were able to provide a personal response, while actively questioning the text read. Scoring in the **twentieth to thirtieth percentile**, and relative to the Board wide trend of **seventy third to fifty fourth percentiles**, the data high lighted the need to focus on the students' ability to support questions through personal understanding by making connections to the text and or personal experiences.

**T**he ELLA grade 3 assessments measured the ability to listen; to read silently and respond to realistic fiction and nonfiction; and write a personal narrative and expository texts, while displaying their understanding at the early stage of writing, of ideas, organization, language use and conventions. **Ninety percent (90%)** of the students assessed met or exceeded the expectations in all areas, while **ten percent (10%)** as represented by one student did not meet the expectations for any of the outcomes that were assessed. In addition it is worth noting that another **forty percent (40%)** did not meet the provincial mean for listening.

**T**he Grade 4 Canadian Achievement Test for Reading, Language, Vocabulary and Constructed Written Response revealed that **forty (40%) percent** of the students assessed met or exceeded the expectations for their grade level, while **ten (10%) percent** did not meet end of grade level expectations. The remaining **fifty (50%) percent** of the students assessed, whose individual responses either did not meet, met or exceeded the end of grade level expectations, revealed individual needs rather than a school trend in any particular area.

**T**he Grade 5 Canadian Achievement Test for Reading, Language, Vocabulary and Constructed Written Response revealed that **fifty-five (55%) percent** of the students met or exceeded the expectations on one or more of the categories for Reading and Vocabulary development, while **thirty (30%) percent** of the students assessed met the expectations for Reading and Vocabulary development. The remaining **twenty (20%) percent** met or did not meet the assessment for one or more categories previously specified.

**I**t is interesting to note that with **twenty-five (25%) percent** of the total population exceeded the expectation for stated/visual information and **thirty-five (35%) percent** of the total population exceeded the expectations for specialized vocabulary. There were no other identifiable trends.

**T**he Grade 6 Elementary Literacy Assessment revealed that **seventy-five (75%) percent** of our students scored at or above the required score of 385 to meet expectations for reading, while **twenty-five (25%) percent** did not meet the expectations for Reading. The provincial mean score was pegged at 500 and **forty-eight (48%) percent** of the students assessed, scored below the provincial mean. All students met the expectations for writing, where they met the criteria for each of the elements of writing, which included ideas, organization and matters of correctness.

**F**urther analysis of the data in Section 2, which included student performance by genre, cognitive level and specific outcomes, revealed that **forty-eight (48%) percent** of the population scored below the provincial mean of 500 on questions dealing with visual media text.

**T**he data clearly indicates that we are meeting or exceeding most expectations for all Board and Provincial Assessments, while we will continue to focus on developing our students' ability to

support questions through personal understanding by making connections to the text and or personal experiences; to respond to questions that require the students to listen; and respond to questions dealing with visual media text.

**O**ther Areas of Strength:

- **Students look forward to coming to school**
- **Parents/guardians feel welcome at our school**
- **Parents/guardians feel informed about what goes on at our school**
- **Our Assessment Tools are aligned with curriculum outcomes for each grade level**
- **Teachers in our school have a shared understanding of curriculum outcomes across all grade levels**
- **Staff in our school model high expectations for student learning**
- **School administration set high standards for teaching**
- **We have a variety of presentations and performances to support learning**
- **School is a safe and secure place for students, staff and school community members**

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**What Challenges do you need to address in order to make the greatest difference in student achievement?**

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**A**lthough it could be seen as a challenge that parents are not able to attend events at Saint Mary's Elementary School (as the data suggests) this is not viewed as a school-wide goal but we will continue to be mindful of fostering parental involvement through school and other modes of communication. Due to the large number of parents working in our area, they are often not available to volunteer to help in classrooms or at school during regular work hours. This does not mean however, that the opportunity for parents to volunteer has not been provided. Our demographics indicate half of our population are from out of area but work within area and therefore are only available to volunteer after the regular work day hours. This impacts the data results for parents volunteering in the classroom during regular school hours.

**A**ccording to the parent survey, our school data results were low for student work being displayed in the school. Saint Mary's Elementary School follows the guidelines set out by the Joint Occupational Health and Safety Act and Fire Marshall Regulations, which do not permit more than 20% of student work to be displayed on school walls and in classrooms. This could therefore explain how parents perceive a lack of display of student work in the hallways and classrooms of Saint Mary's Elementary School.

**S**aint Mary's Elementary School has a high number of English as a Second Language families enrolled in our school population. The results of our parent survey may be skewed because there is a gap in understanding for the English language, which can impact the answers with survey questions or the fact that non-English parents may not even take the survey because of their limited English language ability.

Based on our challenges, the two goals we identified for student achievement are listed and explained below.

**GOAL 1:**

Saint Mary's Elementary students will demonstrate improvement in literacy by focusing on comprehension.

**GOAL 2:**

Saint Mary's Elementary students will demonstrate improvement along the problem solving continuum involving number operations from grades primary to 6.

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

**Goal 1:**

***Saint Mary's Elementary students will demonstrate improvement in literacy by focusing on comprehension.***

**Strategies to achieve this goal:**

**Teacher's will...**

- Use inventory information to update and purchase support materials needed to meet our comprehension goal.
- Utilize the role of the Literacy Coach to support and assist staff through modeling strategies, developing reading activities and assessment practices to further develop comprehension skills.
- Focus instructional practices on specific comprehension strategies such as critical thinking, retelling, inferencing and synthesizing to assist students in meeting our literacy goal.
- Create mini lessons to support student learning around comprehension strategies and critical thinking through writer's and reader's workshops.
- Use PLC time to discuss comprehension resources such as PM Series, AYR and Passages.
- Use **classroom assessment** tools to inform our instructional practices of, as and for learning, by having reading records and comprehension rubrics developed.
- Align school-based PD sessions and PLC meetings to assist with meeting our comprehension goal.
- Utilize university students, community members and parents more effectively as volunteers to assist in meeting our comprehension goal.
- Purchase more comprehension resources to support ESL learners and their parents at home.

**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: knowledge, skills, and professional practices)...***

Staff will participate in DOE and HRSB PD opportunities focusing on comprehension.

Staff will actively engage in PD opportunities supporting our literacy goal and share their knowledge in regular PLC session.

Staff will work with the literacy coach to focus on comprehension.

Staff will gain a common understanding of the stages of the critical reading process, appropriate terminology and learn how to implement those strategies related to critical thinking.

|   |   |
|---|---|
| Staff will receive PD on reading records to support our assessment practices of comprehension involving critical thinking.            | Staff will learn a consistent approach to administer reading records and interpreting data to inform instruction.                                       |
| Staff will work with the literacy coach on implementing Reader's Workshops.   | Classroom teachers will implement the components of the reader's workshop model into daily instruction.   |
| Staff will use PLC meetings to develop school-based classroom assessment tools to collaborate and share best comprehension practices. | Classroom teachers will apply what they have learned to inform their instructional practices to meet student achievement in reading with comprehension. |

**Data Source:**

| <i><b>What data will you collect?</b></i>   | <i><b>When will you collect the data?</b></i>              | <i><b>Who will be responsible for collecting the data?</b></i>               |
|---|--|--|
| School Based Classroom Reading Assessments  | Reporting from ongoing classroom data throughout the year. | Classroom Teachers<br>Literacy Coaches<br>Resource Teacher<br>Administration |
| DOE Assessments<br>ELA Grade 6              | Spring   | Classroom Teachers<br>Administration   |
| DOE Assessments<br>ELLA Grade 3             | Spring   | Classroom Teachers<br>Administration   |
| HRSB Assessments<br>CAT4 – Level 11 Grade 2 | Spring   | Classroom Teachers<br>Administration   |
| HRSB Assessments<br>CAT4 – Level 14 Grade 5 | Spring   | Classroom Teachers<br>Administration   |
| PLC Meeting Minutes                         | Bi-Monthly   | All Staff<br>Administration  |

## Goal 2:

***Saint Mary's Elementary students will demonstrate improvement along the problem solving continuum involving number operations from grades primary to 6.***

### Strategies to achieve this goal:

Teacher's will...

#### Strategy 1

**Create a common understanding of number operations through problem solving strategies and how they are applied.**

- Focus on operations by creating a common understanding for teachers of what constitutes problem solving questions.
- Develop common methods and strategies of instruction of number operations for problem solving.
- Develop curriculum map of problem solving outcomes and number operations.

#### Strategy 2

**Identify appropriate problem solving resources involving number operations.**

- Use inventory information to update and purchase support materials needed to meet our math goal, such as purchasing Mathematics Dictionaries.
- PLC meetings will focus on math cafes to provide teachers with the time to discuss the problem solving resources involving number operations and how they will be used in the classrooms.
- Purchase more resources to support ESL learners and their parents at home.
- Utilize the role of the Mathematics Coach to support and assist staff in accessing a range of print, manipulative and other resources in meeting our math goal.

### Possible resources include:

Burns, Marilyn. *About Teaching Mathematics: A K-8 Resource*. White Plains, NY: Cuisenaire Publications, 1992.  
*Mathematics Assessment. A Practical Handbook 3-5*. Reston, VA: The National Council of Teachers of Mathematics, Inc.

Murray, Miki. *Teaching Mathematics Vocabulary in Context: Windows, Doors, and Secret Passageways*. Chicago: Heinemann, 2004.

Nova Scotia Department of Education. *Atlantic Canada Mathematics Curriculum: Grades 4-6*. Halifax, NS, 1999.  
Small, Marian. *Making Math Meaningful to Canadian Students, K-8*. Upper Saddle River: Nelson Education Limited, 2008.

Sullivan, Peter, and Pat Lilburn. *Good Questions for Math Teaching : Why Ask Them and What to Ask, K-6*. Minneapolis: Math Solutions Publications, 2002.

Van de Walle, John A. *Elementary and Middle School Mathematics : Teaching Developmentally*. Boston: Pearson Education, 2004.

Van De Walle, John A., and Louann H. Lovin. *Teaching Student-Centered Mathematics: Grades 3–5*. Boston, USA: Pearson Education Inc, 2006.

### **Strategy 3**

**Implement specialized Mathematic vocabulary of problem solving strategies with a focus on number operations into weekly journal writing.**

- Build a common framework of vocabulary that is used in problem solving questions involving number operations and by using Mathematics ‘Word Walls’ in classrooms.
- Grades primary to 6 students will keep a math journal to document their understanding of problem solving strategies involving number operations.
- PLC meetings will focus on the development of possible journal questions and other prompts as well as classroom assessment rubrics.
- Mathematics Coach will provide specific PD related to mathematics journaling, including the use of graphic organizers and templates for journal writing.
- CAT3 Rubric will be provided as a sample for teachers to use in assessment of journals.

### **Strategy 4**

**Model various problem solving strategies involving number operations by incorporating these strategies into instructional practices.**

- Identify appropriate problem solving strategies in PLC groups. Align school-based PD sessions and PLC meetings with our math goal.
- Develop a framework for upper and lower elementary classes to assist students with problem solving approaches and other appropriate scaffolds relating to number operations.
- Implement a variety of modeling strategies to represent problem solving using number operations.
- Develop classroom assessment tools appropriate to grade level expectations in the area of problem solving specific to number operations.

**CAT3 Rubric for Problem Solving**

**Scoring Guide for Mathematics**

Student \_\_\_\_\_ Title of problem \_\_\_\_\_ Date \_\_\_\_\_

**Problem Solving:** understanding the problem, developing and following a plan, computing an accurate solution.

| Score | Criteria  |
|-------|---|
| 5     | <ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of the problem</li><li>• Develops a well-developed plan that can lead to an accurate solution of the problem</li><li>• Makes correct computations, although a minor error, omission or transposition of numbers may occur</li></ul> |
| 4     | <ul style="list-style-type: none"><li>• Demonstrates a good understanding of most of the problem</li><li>• Develops a plan which can lead to a reasonable solution of the problem</li><li>• Makes mostly correct computations, although errors may be present</li></ul>   |
| 3     | <ul style="list-style-type: none"><li>• Demonstrates partial understanding of the problem or an understanding of only part of the problem</li><li>• Develops a plan which may or may not be able to lead to a solution of the problem</li><li>• Makes frequent errors in computations</li></ul>                   |
| 2     | <ul style="list-style-type: none"><li>• Demonstrates little or no understanding of any part of the problem</li><li>• Develops no plan or a plan that cannot lead to a correct solution</li><li>• Makes multiple and glaring errors in computations, if present</li></ul>  |
| 1     | <ul style="list-style-type: none"><li>• No response, off task or too little to score</li></ul>  |

**Communication:** presenting a plan, explaining the strategies used, using mathematical language, symbols, etc.

| Score | Criteria   |
|-------|--|
| 5     | <ul style="list-style-type: none"> <li>• Uses words, pictures and/or numbers to provide a clear and logical explanation of mathematical concepts, processes and ideas used to solve the problem</li> <li>• Presents a clearly organized description of the strategy followed, with most details present</li> <li>• Represents data/information clearly and appropriately uses mathematical symbols, terms, language, charts, tables and/or graphs</li> </ul>   |
| 4     | <ul style="list-style-type: none"> <li>• Uses words, pictures and/or numbers to provide a mostly clear and logical explanation of mathematical concepts, processes and ideas used to solve the problem</li> <li>• Presents a generally organized description of the strategy followed; however some details may be missing</li> <li>• Represents most of the data/information clearly and most of the time appropriately uses mathematical symbols, terms, language, charts, tables and/or graphs</li> </ul> |
| 3     | <ul style="list-style-type: none"> <li>• Uses words, pictures and/or numbers that lack clarity</li> <li>• Presents a partially organized description of the strategy with insufficient detail</li> <li>• Represents some of the data/information clearly and some of the time appropriately uses mathematical symbols, terms, language, charts, tables and/or graphs</li> </ul>  |
| 2     | <ul style="list-style-type: none"> <li>• Uses words, pictures, and/or numbers that, if present, are vague and/or illogical</li> <li>• Presents a disorganized description of a strategy, if present, with little or no detail</li> <li>• Represents little of the data/information clearly and appropriately uses few, if any, mathematical symbols, terms, language, charts, tables and/or graphs</li> </ul>  |
| 1     | <ul style="list-style-type: none"> <li>• A “no response” has been assigned to problem solving</li> </ul>   |

**Professional development to support achievement of the problem solving goal involving number operations:**

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|--|--|
| <i>Staff will engage in the following learning activities...</i>   | <i>Staff will learn the following from the professional learning activities, knowledge, skills, and professional practices)...</i>   |
| Staff will participate in DOE and HRSB Professional Development opportunities focusing on problem solving as it pertains to number operations.   | Staff will actively engage in Professional Development opportunities supporting our mathematics goal and share their knowledge in regular PLC sessions.                    |
| Staff will work with the mathematics coach to focus on problem solving as it pertains to number operations.  | Staff will gain a common understanding of the progression of problem solving strategies as it pertains to number operations from grade to grade.                           |
| Staff will use Professional Learning Community meetings (PLC meetings) to develop school-based classroom assessment tools to collaborate and share best practices of problem solving strategies as it pertains to number operations. | Classroom teachers will apply what they have learned to inform their instructional practices to meet student needs in problem solving as it pertains to number operations. |

**Data Source:**

| <i>What data will you collect?</i>             | <i>When will you collect the data?</i>                    | <i>Who will be responsible for collecting the data?</i>                       |
|--|---|---|
| School Based Classroom Mathematics Assessments | Reporting from ongoing classroom data throughout the year | Classroom Teachers<br>Mathematics Coach<br>Resource Teacher<br>Administration |
| DOE Assessments<br>EEMLA Grade 3               | Spring  | Classroom Teachers<br>Administration  |
| HRSB Assessments<br>CAT4 – Level 11 Grade 2    | Spring  | Classroom Teachers<br>Administration  |
| HRSB Assessments<br>CAT4 – Level 14 Grade 5    | Spring  | Classroom Teachers<br>Administration  |
| PLC Meeting Minutes                            | Bi-Monthly  | All Staff<br>Administration   |

## How will we involve the SAC, PTA, parents and the wider community?

The development of our Saint Mary's Elementary School website combined with regular updates to the web pages have been sources of information for parents, SAC members, PTA and the community at large. We have included SAC and PTA links on our school website to inform the school community of SAC and PTA developments as well as school-wide achievement. There are also links for parents to access the Atlantic Curriculum Outcomes Documents.

Next year, the SAC and PTA will continue to have consistent scheduled times and dates for meetings. We will also provide online forums for those SAC and PTA members who are unable to attend the regularly scheduled meetings.

Our SAC, PTA members and community (parents/guardians) who are not members of our SAC, PTA will receive continual updates on our school goals, Accreditation progress and our assessment and data results from updates in school newsletters and the Annual Report to the Community. This information will keep parents/guardians informed of our school's success, progress and goals as well as information about their children's progress.

To increase achievement among our students, we believe that it should be a community wide job. Saint Mary's Elementary school we will be hosting math and literacy nights as well as training sessions for students, parents and community members to provide stronger support for our students both in and out of school. This will help us achieve our two PFI goals in math and literacy.

One advantage to our location is that we are positioned near two universities. Because of this, we often have students from neighboring universities volunteer their time in classrooms providing support to students and teachers. The Administration is usually the person responsible for coordinating volunteers working in our school.

Another advantage to our location is the adjacent senior citizen center, Spencer House. For many years, Saint Mary's Elementary School fostered a strong relationship with Spencer House Senior's Center. The Grand-friends program and the Intergenerational program exist as ways to facilitate two generations of our community in the sharing and learning process based on one another's experiences. As well, the Principal also sits on the Spencer House Board and is informed and kept up to date with events at Spencer House and is able to update Spencer House members of Saint Mary's Elementary School's accomplishments, needs, and upcoming school based events.

The Southend Daycare is also in the adjacent building to our school and our connection to them is essential for the development of student success. Many of our students attend morning, afternoon, and/or after school care. We have a staff member that sits on the Southend Daycare board of directors and attends regular meetings to foster a strong relationship and update the facility of Saint Mary's Elementary School's accomplishments, needs, and upcoming school based events.