

Continuous Improvement



- From the student data, what are your school's strength?
- CAT TESTING
- GRADE 3 RESULTS
- (LANGUAGE)
- READING INFORMATIONAL TEXT HIGH 70% COMP. 30 PROF
NO LOW SCORES
- WORD ANALYSIS AND VOCABULARY 100% PROF
- (MATH)
- NUMBER SENSE, GEOMETRY AND MEASUREMENT COMP 70%
AND 30% PROF.

Continuous Improvement



- From the student data, what are your school's strength?
- CAT TESTING
- GRADE 4 TESTS
- (LANGUAGE)
- CAPITALIZATION AND WRITING CONVENTIONS 86% PROF.
- SPELLING 57% COMP. 43% PROF.
- (MATH)
- DATA MANAGEMENT, ADDING WHOLE NUMBERS AND ESTIMATION 86% COMP. 14% PROF.

Continuous Improvement



- From the student data, what are your school's strength?
- CAT TESTING
- GRADE 5 TESTS
- (LANGUAGE)
- WRITING CONVENTIONS 71% COMP. 29% PROF.
- READING TEXT/ USING VISUAL INFORMATION 100% COMP.
- SPELLING 43% COMP 57% PROF
- VOCABULARY 100% COMP
- (MATH)
- NUMBER SENSE 100% COMP

Continuous Improvement



- From the student data, what are your school's strength?
- CAT TESTING
- GRADE 6 TESTS
- (LANGUAGE)
- VOCABULARY BOTH GENERAL/SPECIFIED 100% COMP
- SPELLING 50%COMP 50% PROF
- (MATH)
- DATA MANAGEMENT 83% COMP

Continuous Improvement



- From the student data, what are your school's strength?
- CAT TESTING
- GRADE 7 TESTS
- (LANGUAGE)
- SPECIALIZED VOCABULARY 100% COMP.
- SENTENCE STRUCTURE 90% COMP 10% PROF
- (MATH)
- NUMBER SENSE, OPERATIONS AND ESTIMATION 80% COMP

Continuous Improvement



- From the student data, what are your school's strength?
- CAT TESTING
- GRADE 8 TESTS
- (LANGUAGE)
- READING LITERARY TEXT 81% COMP 11% PROF
- ANALYSIS OF TEXT/USING VISUAL INFORMATION 100% COMP
- SPELLING 100% COMP.
- WRITING CONVENTIONS/PARAGRAPH STRUCTURE 78% COMP
22% PROF
- (MATH)
- GEOMETRY 78% COMP 12% PROF

Continuous Improvement



- From the student data, what are your school's strength?
- CAT TESTING
- GRADE 9 TESTS
- (LANGUAGE)
- READING LITERARY TEST 100% COMP.
- ANALYZING 100% COMP.
- SPELLING 100% COMP
- CENTRAL THOUGHT 78% COMP
- (MATH)
- DECIMALS AND ESTIMATION 100% COMP.
- GRADE 10 TESTING
- LANGUAGE SPELLING 92% COMP.

Continuous Improvement



- From the student data, what are your school's strength?
- AFL WRITING SUMMARY
- GRADE 5
- WRITING PROCESS 86% ADEQUATE / 50% PROF
- LANGUAGE USAGE / (MECHANICS IN WRITING)
- 90% WERE AT THE ADEQUATE LEVEL
- 17% WERE AT THE PROFICIENT LEVEL
- (COMPARED TO THE PROVINCE/ DIVISION WE WERE MEANINGFUL HIGHER)

Continuous Improvement



- From the student data, what are your school's strength?
- AFL WRITING SUMMARY
- GRADE 8
- WRITING PROCESS 100% ADEQUATE 57% PROF
- PRODUCT 94% ADEQUATE 52% PROF
- MESSAGING 94% ADEQUATE 59 % PROF
- ORGANIZATION 96% ADEQUATE 72% PROF
- LANGUAGE USAGE 84% ADEQUATE 52% PROF

Continuous Improvement



- From the student data, what are your school's strength?
- AFL WRITING SUMMARY
- GRADE 11
- WRITING PROCESS ADEQUATE 93% PROF 61%
- PRODUCT ADEQUATE 75% PROF 36%
- LANGUAGE USE ADEQUATE 78% PROF 27%
- STUDENTS SCORED SLIGHTLY BETTER THAN THE DIVISION AND PROVINCE

Continuous Improvement



- PLANS TO MAINTAIN YOUR SCHOOL'S STRENGTHS
- AREAS OF READING AND WRITING
- WITH PROGRAMS SUCH AS OSR, ERI AND AR
- FOCUS ON THE STRATEGIES OF READING THROUGH MATERIALS AND DIRECT DISCUSSION AT STAFF MEETINGS –MORE PD AND LESS ADMINISTRATIVE TRIVIA
- REVIEW THE WRITING PROCESS WITH ALL TEACHERS/EA FOR ALL GRADES
- DEVELOP COMMON WRITING ASSESSMENT TOOLS FOR OUR 7-12 STUDENTS
- CONTINUE SCOPE AND SEQUENCE FOR GRAMMAR INSTRUCTION
- USE OF DIFFERENTIATED INSTRUCTION TO TEACH WRITING
- USE PROVINCIAL WRITING MATERIALS FROM WEB SITE

Continuous Improvement



- PLANS TO MAINTAIN YOUR SCHOOL'S STRENGTHS
- DEVELOP SCOPE AND SEQUENCE FOR WRITING ASSIGNMENTS (ESSAY WRITING, FORMAL/INFORMAL ESSAYS, 5 PARAGRAPH ESSAYS)
- IN ELEMENTARY GRADES USE 4 BLOCK SYSTEM
- SINGLE GRADE ELA INSTRUCTION IN OUR ELEMNTARY SECTION GRADES 1-4
- EXTENDED USE OF GUIDED READING, SELF-SELECTED READING, WRITING AND WORKING WITH WORDS
- SELECTED USE OF THE 6 TRAIT WRITING SYSTEM IN GRADES 9 AND 10
- STRATEGIC TEACHING OF READING IN ALL CONTENT AREAS
- STRONG EMPHASIS OF STUDENT REVISION IN WRITING

Continuous Improvement



- PLANS TO MAINTAIN YOUR SCHOOL'S STRENGTHS
- AREA OF MATH
- USE OF MID POINT EVALUATION
- USE OF PRIME ASSESSMENTS
- UTILIZE THE MATH CATALYST FOR ENHANCEMENT OF INSTRUCTION
- PURCHASING KEY MATH ASSESSMENTS
- CONTINUED USE OF MATH MANIPULATIVES AND EXPLORATION OF CONCEPTS
- OBSERVATION OF TEACHER MATH LESSONS
- ENRICHED MATH PROGRAM FOR GRADE 5/6 STUDENTS
- PARTICIPATION IN WORLD MATH DAY
- NEWSLETTER MATH INFORMATION FOR PARENTS
- PURCHASED MATH RESOURCES BOTH BOOKS AND MANIPULATIVES

Continuous Improvement



- FROM THE STUDENT DATA WHAT AREAS WOULD YOU TARGET FOR GROWTH?
- CAT SCORES AND MID POINT MATH CHECK-UPS
- GRADE 2
- ELA :READING LITERACY TEXTS; READING CONVENTIONS
- MATH :ADDING WHOLE NUMBERS/MENTAL MATH STRATEGIES
- GRADE 3
- ELA: WRITING CONVENTIONS
- MATH: SUBTRACTING WHOLE NUMBERS,MULTIPLICATION AND RECOGNIZING PATTERNS

Continuous Improvement



- FROM THE STUDENT DATA WHAT AREAS WOULD YOU TARGET FOR GROWTH?
- CAT SCORES AND MID POINT MATH CHECK-UPS
- GRADE 4
- ELA: READING INFORMATIONAL TEXTS
- MATH: SUBTRACTING WHOLE NUMBERS/MULTIPLICATION/
LACK OF PROBLEM SOLVING SKILLS
- GRADE 5
- ELA: READING CONVENTIONS
- MATH: EXPANDED NOTATION/MULTI-STEP PROBLEMS

Continuous Improvement



- FROM THE STUDENT DATA WHAT AREAS WOULD YOU TARGET FOR GROWTH?
- CAT SCORES AND MID POINT MATH CHECK-UPS
- GRADE 6
- ELA: SENTENCE STRUCTURE
- MATH: NUMBER SENSE/PATTERNS/ALGEBRA/MULTI STEP PROBLEM SOVING/DECIMALS/ FRACTIONS
- GRADE 7
- ELA: LOW IN READING MEDIA TEXT; LOW IN READING CONVENTIONS
- MATH: DECIMAL OPERATIONS, LONG DIVISION, GEOMETRY, DETERMINING OPERATIONS TO USE

Continuous Improvement



- FROM THE STUDENT DATA WHAT AREAS WOULD YOU TARGET FOR GROWTH?
- CAT SCORES AND MID POINT MATH CHECK-UPS
- GRADE 8
- ELA: LOW IN READING CONVENTIONS
- MATH: WHOLE NUMBER OPERATIONS, FRACTIONS, MULTI-STEP PROBLEMS
- GRADE 9
- ELA: GENERAL VOCABULARY
- MATH: DATA MANAGEMENT, MEASUREMENT, FRACTIONS, NULTI-STEP PROBLEMS
- GRADE 10
- ELA: READING INFORMATIONAL TEXT
- MATH: PATTERNS, OPERATIONS, APPLICATIONS AND PROBABILITY

Continuous Improvement



- AFL RESULTS (WRITING)
- AREAS FOR IMPROVEMENT
- GRADE 5 STUDENTS
- IMPROVE ORGANIZATION, MESSAGE AND PRODUCT
- MORE SUPPORT FOR WRITING AT HOME
- GRADE 8 STUDENTS
- LOWEST AREA WAS LANGUAGE USE (STILL MEANINGFUL HIGHER THAN PROVINCE)
- GRADE 11 STUDENTS
- ORGANIZATION OF MATERIAL
- (SAME AS PROVINCE AND SCHOOL DIVISION)
- HOME SUPPORT FOR LEARNING (SURVEY FROM KIDS)

Continuous Improvement



- **TARGET ONE: INCREASE STUDENT SCORES IN READING CONVENTIONS BY 10% FROM 2009 RESULTS**
- **A. MINI INSERVICE ON WHAT ARE READING CONVENTIONS AND HOW TO IMPROVE STUDENTS' ABILITIES**
- **B. DIRECT INSTRUCTION ON READING CONVENTIONS, COMPREHENSION SKILLS AND STRATEGIES**
- **C. NEWSLETTER INFORMATION TO PARENTS ON READING COMPREHENSION STRATEGIES THEY COULD USE**
- **D. FOCUS ON THE CONNECTION BETWEEN READING AND GOOD WRITING. WHEN STUDENTS UNDERSTAND READING CONVENTIONS THEY WILL BE ABLE TO PUT IT INTO PRACTICE IN WORKING THROUGH THE WRITING PROCESS.**
- **E. DEVELOP AN ASSESSMENT INSTRUMENT TO EVALUATE STUDENT PROGRESS IN USE OF READING CONVENTIONS**
- **F. INTRODUCE A WRITING SECTION IN THE OSR GROUPINGS**

Continuous Improvement



- **TARGET TWO: INCREASE OUR STUDENT PROBLEM SOLVING SKILLS IN MATH BY 10% AS REFLECTED IN OUTSIDE TESTING**
- **A. EMPHASIZE DIRECT TEACHING ON VARIOUS STRATEGIES FOR PROBLEM SOLVING**
- **B. DISCUSSION AND DISTRIBUTION OF VARIOUS RESOURCE MATERIALS FOR TEACHING PROBLEM SOLVING IN MATH AT STAFF MEETINGS**
- **C. ENSURE THAT ALL STUDENTS KNOW THE STEPS INVOLVED IN HOW TO SOLVE MATHEMATICAL PROBLEMS. (I.E. SHOWING THAT STUDENT UNDERSTANDS WHAT PROBLEM IS ASKING---HAVING A PROBLEM SOLVING PLAN---UNDERSTAND THE MEANING OF THE ANSWER)**
- **D.CREATE CLASSROOM POSTERS ON MATHEMATICAL PROBLEM SOLVING**
- **E. TEACH MATH VOCABULARY TO ALL 1-9 STUDENTS**
- **F. INCREASED USE OF MANIPULATIVES TO SOLVE PROBLEMS**
- **G. ENHANCE THE USE OF THE PRIME KITS TO DETERMINE STUDENT'S MATHEMATICAL PHASE OF DEVELOPEMNT**
- **H. PURCHASE ADDITIONAL PRIME KIT BOXES. (SCHOOL MATH IMPROVEMENT KIT)**

Continuous Improvement



- **TARGET THREE: TO ADDRESS INDIVIDUAL CLASSROOM CONCERNS IN MATHEMATICS, BASIC SKILLS AND COMPUTATIONS**
- **A. MINI CONFERENCES WITH OUR MIDDLE YEARS MATH TEACHERS TO ACCESS RESOURCES TO ADDRESS CONCERNS**
- **B. INCREASED USE OF MATH CATALYST TEACHER TO ASSIST INDIVIDUAL CLASSROOM TEACHER.**
- **C. RELEASE TIME FOR TEACHERS TO VISIT OTHER MATH TEACHERS**
- **D. ADMINISTRATIVE VISITS FOCUSING ON THE MATH PROGRAM FOR OUR 1-9 TEACHERS**
- **EXAMINATION OF WEB RESOURCES TO ASSIST TEACHERS (EX. WORLD MATH DAY ON LINE)**

Continuous Improvement



- **TARGET FOUR : ENHANCE HIGH SCHOOL STUDENTS ABILITY TO READ INFORMATIONAL TEXTS**
- **A. MINI INSERVICE ON READING COMPREHENSION STRATEGIES**
- **B. ASSESSMENT INSTRUMENTS TO EVALUATE STUDENTS PROGRESS**
- **C. REVISIT COMPREHENSION POSTERS USED IN PREVIOUS YEARS**
- **D. USE OF GRAPHIC ORGANIZERS WILL BE ENCOURAGED**
- **E. PROVIDE MORE INFORMATIONAL TEXTS IN ELA PROGRAMS**
- **(OPPORTUNITIES TO PRACTICE READING SKILLS)**
- **INCREASED USE OF THE INQUIRY METHOD IN LANGUAGE ARTS PROGRAM (THIS WILL PROVIDE OPPORTUNITY FOR STUDENTS TO USE INFORMATIONAL TEXTS TO SOLVE CHALLENGING PROBLEMS)**