

# Continuous Improvement Plan

- *Our high school has high graduation rates, with students finishing with an average of 29.58 credits in 2007, and 27.76 in 2008. Grade 12 average mark was 80% in 2008, with the average graduate holding 10.69 Grade 12 credits.*
- *Goodsoil School continues to perform well in academic areas. For the most part, our students do well on standardized testing, with a few exceptions.*

# Continuous Improvement

- *The Continuous Improvement Plan is based on the following data:*
  - *2007 AFL Reading Results*
  - *2007 AFL Math Results*
  - *2008 AFL Writing Results*
  - *2008 CAT4 Results*
  - *2009 Midpoint Checkup Results (Math)*

# Continuous Improvement Plan: Reading Results

## Areas of Strength:

- Based on the 2007 AFL results of Grade 4 students, they scored meaningfully higher than the Division and the Province in Reading Comprehension Skills:
  - 80% -90% of the students were achieving at least the adequate standard set by the Province.
  - 50%- 60% of the students were scoring at the proficient level.
- Grade 4 achieved meaningfully higher than the Province in Explicit Comp., Implicit Comp. & Critical Comp., and the following Reading Comprehension Skills:
  - Noting Key Ideas and Finding Support
  - Making Inferences/Predictions/Drawing Conclusions
  - Summarizing, recalling, Synthesizing and Organizing Information strategies



# Continuous Improvement Plan: Reading Results

## Areas Targeted for Growth:

- Lower levels of Grade 4 students achieved at the adequate standard set by the province in both Reader Response and Recognizing Author's Message and Craft Strategy.
- 72% of Grade 4 students indicated that they receive sufficient support from home for developing or practising reading skills, which is below the provincial result.

# Continuous Improvement Plan: Reading Results

## Action Plan:

- Continue to target specific students using Early Reading Intervention Program
- Continue with Accelerated Reader Program
- Reading Buddies
- Literacy Backpacks
- Target the deficient areas in PLC's
- Assess these areas throughout the school year and plans following the testing outcomes
- Use Multi-Integrated Resources (MIRS)
- Use computer-assisted instruction targeting these areas
- Provide access to the school and Lakeland libraries on a regular basis.



# Continuous Improvement Plan: Reading Results

## Areas of Strength:

Based on 2007 AFL Assessments, Grade 7 achieved meaningfully higher results in than the Province in the following areas:

- In Reading Comprehension Skills, 67% of Grade 7 scored meaningfully higher than the standard set by the Province.
- In Explicit Comprehension Skills, 83% Grade 7 scored meaningfully higher than the standard set by the Province.
- In Implicit Comprehension Skills, 52% Grade 7 scored meaningfully higher than the standard set by the Province.
- In Reader Response, 45% Grade 7 scored meaningfully higher than the standard set by the Province.

# Continuous Improvement Plan: Reading Results

## Areas Targeted for Growth:

- **In Critical Comprehension Skills, 83% of Grade 7 students achieved at least the standard of adequacy set by the Province.**
- **78% of Grade 7 students achieved for the standard of adequacy set by the Province in the Making Inferences/Predictions/Drawing Conclusions strategy.**



# Continuous Improvement Plan: Reading Results

## Action Plan:

- Target the deficient areas in PLC's
- Provide opportunities to practise these deficient areas.
- Assess these areas throughout the school year and plans following the testing outcomes
- Use Multi-Integrated Resources (MIRS)
- Use computer-assisted instruction targeting these areas
- Provide access to the school and Lakeland libraries on a regularly.

# Continuous Improvement Plan: Reading Results

## Areas of Strength:

- Based on the 2007 AFL results of Grade 10 students, they scored meaningfully higher than the Division and the Province in Reading Comprehension Skills:
  - 92% of the students were achieving at least the adequate standard set by the Province.
  - 83% of the students were scoring at the proficient level.
- Grade 10 achieved meaningfully higher than the Province in Implicit Comprehension, Critical Comprehension, Reader Response and the following Reading Comprehension Skills:



- Connecting to Prior Knowledge
- Making Inferences/Predictions/Drawing Conclusions
- Summarizing, and Organizing Information strategies

# Continuous Improvement Plan: Reading Results

## Areas Targeted for Growth:

- **81% of Grade 10 students achieved at the adequate standard set by the Province in Reader Response as compared to the other performance standards.**
- **Lower levels (86%) of Grade 10 students achieved at adequate and proficient standards set by the Province as compared to the other performance standards.**

# Continuous Improvement Plan: Reading Results

## Action Plan:

- Encourage reading at home.
- Work on before reading activities:
  - previewing text
  - determining a clear purpose for reading
  - predicting and anticipating the author's intentions
- Work on using context clues, distinguishing between fact and opinion.
- Work on developing vocabulary and the use of figurative language
- Target the deficient areas in PLC's
- Provide opportunities to practise these deficient areas.
- Assess these areas throughout the school year and plans following the testing outcomes
- Provide access to the school and Lakeland libraries on a regular basis.

# Continuous Improvement Plan Math Results

## Areas of Strength:

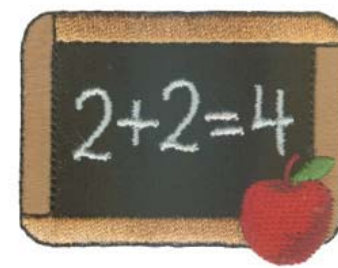
- Based on the 2007 AFL Math results of Grade 5 students:
  - 88% of students achieved meaningfully higher than the Division and the Province in Calculator Skills.
  - Grade 5 students scored meaningfully higher than the Province in Geometry and Measurement.



# Continuous Improvement Plan: Math Results

## Areas Targeted For Growth:

- **20% of Grade 5 students achieved at the adequate standard set by the province in Computation Skills.**
- **44% of Grade 5 students achieved at the adequate standard set by the province in fractions.**
- **61% of Grade 5 students are experiencing difficulty solving math problems.**
- **Compared to provincial results, an overall lower level of home support for learning math was indicated.**



# Continuous Improvement Plan

## Math Results

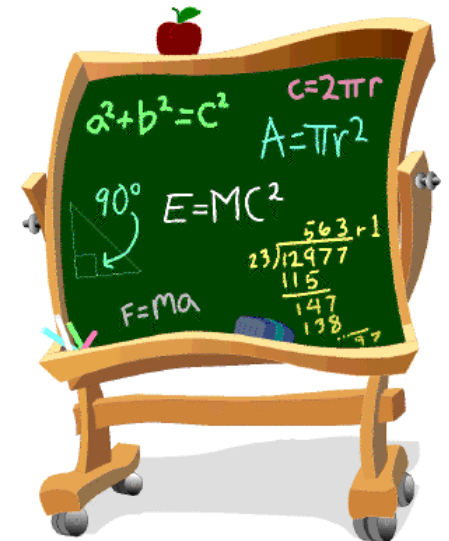
### Areas of Strength:

- **Based on the 2007 AFL results of Grade 8 students, they scored meaningfully higher than the district and the province in Math Content Skills:**
  - **Greater percentages of Grade 8 students achieved at least the standard of adequacy in the performance areas of Computation Skills, Estimation Skills and Math Content Skills than in all other performance areas.**
  - **Grade 8 achieved meaningfully higher results than the province in all performance areas.**
  - **Grade 8 scored meaningfully higher than the province in Numbers & Operations, Ratio & Proportions, and Geometry & Measurement**
  - **92% of Grade 8 students will sufficiently persist when experiencing difficulty solving math problems**
  - **100 % of Grade 8 students have sufficient home support for learning math at home.**

# Continuous Improvement Plan: Math Results

## Targeted Areas for Growth:

- Lower percentages of Grade 8 students achieved at least the standard of adequacy in the performance area of Calculator Skills.
- Lower percentages of Grade 8 students achieved at least the standard of adequacy in the Algebra strand.
- 61% of Grade 8 indicated that they were prepared and committed to learn.



# Continuous Improvement Plan

## Math Results

### Areas of Strength:

- 71% of Grade 11 Students achieved meaningfully higher than the province in the Estimation Skills area.
- 95 % of Grade 11 Students achieved meaningfully higher than the province in Consumer Math and Probability.
- 85 % of Math 20 Students will persist when experiencing difficulty solving math problems.
- 68% of Math 20 Students indicated that they are prepared and committed to learn. This is meaningfully higher than the provincial results for 2007.
- 82% of Math 20 Students have indicated that home support appears to be stronger than the province

# Continuous Improvement Plan

## Math Results

### Action Plan:

- **Improve home support for learning math at home.**
  - Provide information and activities for parents in newsletters
  - Provide a Parent Information Night
  - Identify math websites
  - Use bulletin boards to display math vocabulary, information and activities.
- **Provide more opportunities for Problem-Solving:**
  - Use NWSD Math Posters
  - Use Math Journals to Check Understanding
  - Problem of the Day/Week
- **Work on Mastery of Basic Math Facts:**
  - Use mental Math daily
  - Mad minutes
  - Computer-Assisted Instruction

# Continuous Improvement Plan

## Math Results

### Action Plan:

- Provide opportunities to show how math is relevant in real-life situations.
- Provide hands-on learning
- Incorporate games into math instruction
- Provide enrichment for students

# Continuous Improvement Plan

## Writing Results

### Areas of Strength:

#### Writing Performance:

- 100% of Grade 5 students were able to demonstrate the writing process, scoring meaningfully higher than the district and the province.
- 81% of Grade 5 Students scored meaningfully higher in Language Use.
- Narrative Components:
- 100% of Grade 5 students were able to demonstrate the writing process in the narrative context, scoring meaningfully higher than the province.

# Continuous Improvement Plan Writing Results

## Targeted Areas of Growth:

- 40% of Grade 5 students scored meaningfully lower in Organization.
- 55% of Grade 5 students have sufficient knowledge and use of writing strategies, which is below the Provincial result.

# Continuous Improvement Plan

## Writing Results

### Areas of Strength:

#### Writing Performance:

- Grade 11 students scored meaningfully higher than the Province in process, product, messaging, organization, and language use.
- Grade 11 students scored meaningfully higher than the Province in narrative and expository writing tasks for both product and process.

#### Expository/Narrative Exponents:

- 80% of Grade 11 students indicated that they receive sufficient support from home for developing or practising writing skills.

# Continuous Improvement Plan Writing Results

## Targeted Areas for Growth:

- 67% of Grade 11 students have indicated that they have sufficient knowledge and use of writing strategies which is slightly lower than the Province (69%).

# Continuous Improvement Plan

## Writing Results

### Action Plan:

- The writing process must be taught explicitly at all grade levels
- Develop a scope and sequence for writing skills during vertical PLC's
- Model the writing process and provide ample opportunity to work on specific weaknesses.
- Develop common assessments among ELA teachers.
- Use common language for the writing process
- Adapt writing materials when necessary
- Focus on the writing process in addition to the “finished” product.
- Provide continuous feedback during all stages of writing
- Develop rubrics that focus on process

# Continuous Improvement

## Maintain School Strengths by:

- Separating Math classes
- Team teaching
- Home reading program
- DEAR time
- Accelerated Reader Program
- E.R.I. and continued E.R.I. training for new staff

# Continuous Improvement

## Other Areas for Growth:

- Emphasis on organizational and study skills for middle years
- Creating a “Caring Majority” and language and procedures around bullying issues

# Continuous Improvement

Plans to reach targets:

- L to J goals (Students do not have “Permission to forget”)
- Individualized program plans for students below grade level
- Emphasis with teachers and students on Dare to Care concepts
- Increase resource time at middle years level