



Laying the Foundation for Success...One Student at a Time

SCHOOL IMPROVEMENT PLAN

2009 - 2010

Wednesday, April 22nd, 2009

Challenging The Future...



ACADEMIC PLANNING

2009 - 2010

- Provide nonacademic course offerings concurrently with academic courses to eliminate “spares” and assist students who may find themselves in a “credit crunch”.
 - Back 20/30 PAA Survey courses with Physics 30
 - Possibly offer Psychology 30 and/or Entrepreneurship 30 as an alternate course of study if timetabling/staffing allows.
- Deal with lower student numbers at senior level by moving to semester more classes. One example would be to offer Chemistry 30 next fall to Grade 12 only, then offer Chemistry 20 (Semester 1) and Chemistry 30 (Semester 2) to both Grade 11 & 12 in 2010-2011. This may help free up some timetable time for the Senior Math Pathways implementation.
- Offer Physics 30 and Calculus 30 in alternate years.
- Combine as many non-academic courses as possible to maximize efficiency without compromising instruction:
 - Elementary combinations for P.E., Health, Arts Ed., Computers to allow for teacher preparation time.
 - 9/10 Physical Education, Computers, PAA
 - 11/12 Physical Education, Physics 30, PAA

SCHOOL GOALS 2009-2010

- Continue to promote all strands of literacy throughout the school, in the home and within the community.
- Continue to focus on integrating “character education” modules into the K-12 curricula to promote good citizenship and maintain a positive school climate.
- Focus on improving instruction and student outcomes in mathematics.
- Make a deliberate effort to engage parents in all aspects of the learning process.

RESPONDING TO THE DATA:

- The following Continuous Improvement Plan is in response to the following data:
 - 2007 AFL Reading Results
 - 2007 AFL Math Results
 - 2008 AFL Writing Results
 - 2008 CAT4 Results
 - Teacher - made Assessments
 - 2009 Math Midpoint Checkup Results



CONTINUOUS IMPROVEMENT: READING

STRENGTHS:

- Based on the 2007 AFL results our Grade 4, 7 and 10 students scored higher than many of the Division and Provincial results in the following areas:
 - Reading comprehension (6 strategies - 60 multiple choice items)
 - Explicit comprehension (60 multiple choice items)
 - Implicit comprehension (60 multiple choice items)
 - Critical comprehension (60 multiple choice items)
 - Reader response (two written responses)
- Many of the areas had meaningfully higher scores, with 90 - 100% of the students achieving at least the adequate standard set by the province.
- On average, 75 - 80% of our students were scoring at the proficient standard.
- Overall, students responded more favorably to literary as opposed to informational text.
- No significant "gender" differences were identified within the groups tested - it was more a matter of preference of material that motivated the male students, not knowledge of strategies.
- The 2008 CAT4 results provided a larger sample, but overall, the students still, on average, scored above grade level in reading.

CONTINUOUS IMPROVEMENT: READING

AREAS TARGETED FOR GROWTH

- Although the reading scores were generally high, the lowest performance scores were as follows:
 - At the Grade 4 level, the *Summarizing/Recalling/Organizing Information* strategy was significantly lower than the other 5 strategies tested: 79% scored in the adequate range, while 56% scored at the proficient standard.
 - The same strategy showed up as a weakness at the Grade 7 level: 74% scored in the adequate range, while only 39% scored at the proficient standard.
 - The lowest Grade 10 results were found to be in the area of *Reader Response*. (77% at the adequate standard and 50% in the proficient range.) The weakest reading strategy appeared to be in the area of *Making Inferences/Predictions/Drawing Conclusions*.
- Upon review by the staff, these areas were confirmed as areas for growth among all our students:
 - *Summarizing/Recalling/Organizing Information*: This strategy is critical to understanding textual material at any grade level.
 - *Making Inferences/Predictions/Drawing Conclusions (Critical and Creative Thinking)*: Students need to learn to be critical readers and observers who can anticipate outcomes and identify bias in their world.

CONTINUOUS IMPROVEMENT: READING

ACTION PLAN

Maintenance:

- Early Intervention Reading Program
- Accelerated Reading/Vocabulary
- Literacy Focus Group
- School-wide Reading Program
- Literacy Backpacks
- Home Reading Program
- Guest readers / Reading Buddies
- Staff model literacy
- Classroom sets of dictionaries and atlases
- Participation in public library events
- PLC's make strategies and outcomes intentional



Targets:

- Summarizing/Recalling/Organizing information:
 - Concept maps/webs
 - Highlighting
 - Note-taking skills
- Critical & Creative Thinking:
 - Students make predictions before, during and after reading
 - Incorporate "what if" scenarios into the discussion
 - Open-ended selections: write own conclusions
 - Explicit instruction in website evaluation, using rubrics
- Gender Differences:
 - Graphic novels
 - Audio tapes of novels
 - Comic books (classics) and other high interest material

CONTINUOUS IMPROVEMENT: WRITING

STRENGTHS

- In the 2008 AFL Writing Assessment, the writing process was divided into Narrative writing and Expository writing. Five performance areas were used to assess students: Process, Product, Messaging, Organization and Language use.
- In Grade 5, the students scored higher than the Division and Provincial results for the five performance areas and meaningfully higher at the product and organization standards.
- In Grade 8, the students scored meaningfully higher than the province in the process performance area.
- In Grade 11, the students scored meaningfully higher than the province at the messaging performance area and similar to the province in the other performance areas.
- Overall, the students at all grade levels excelled in the process portion of both 19-43% writing exercises (92-100% adequate; 50-64% proficient).
- At all grade levels, the students were more comfortable with the expository genre and produced a better final product (72-96% adequate; 19-43% proficient).

CONTINUOUS IMPROVEMENT: WRITING

AREAS TARGETED FOR GROWTH

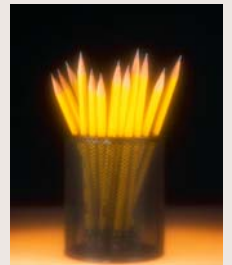
- Boys generally performed at lower levels than girls.
- Consistency in terminology / language usage.
- Self-perception about writing ability is not generally supported by the results.
- The use of rubrics and the writing process be emphasized prior to writing.
- Assignments to inform students about expectations and the writing process.
- The use of synectics / templates in writing provides opportunities to expand thinking and the writing process.
- Establish a reasonable number of goals, an implementation year used to determine outcomes and a focus of three to five years be used to sustain the skill.



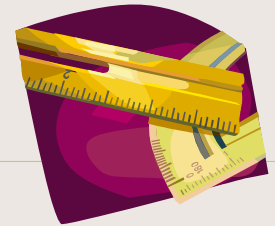
CONTINUOUS IMPROVEMENT: WRITING

ACTION PLAN

- Develop scope and sequence for writing skills in Grades 1 - 12.
- Integrate synectics and the writing process in narrative and expository writing.
- Formalize and model writing process with assessment criteria and discuss writing with students at successive writing stages.
- Use of process rubrics to guide writing process and evaluation process.
- Develop and implement a common language for reading and writing process.
- Adapt reading material for non readers (i.e.: high interest, low vocabulary).
- Focus on quality product rather than quantity.
- Provide opportunities to discuss reading and writing.



CONTINUOUS IMPROVEMENT: MATHEMATICS



STRENGTHS

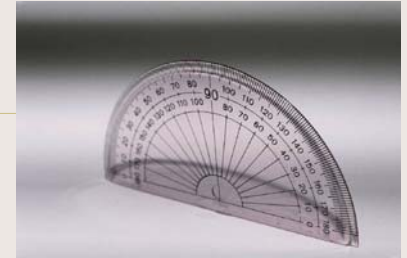
- Based on the 2007 AFL results, the Grade 5 students scored meaningfully higher in all performance areas than either the division or the province. The results were also meaningfully higher than the 2004 results in all performance areas.
- At the Grade 8 level, students achieved meaningfully higher results than the province in *Estimation* and *Computational skills*. The students achieved their highest success in the *Data Management* and *Ratio & Proportion* strands.
- In Math 20, a meaningful improvement was noted in all performance areas, particularly in the area of *Integrated Applications*. (100% of the students achieved the adequate standard or higher.) In the *Math Content Skills* area, a meaningful improvement was seen in 2007, when compared with 2004 or 2006 results, in all strands except *Angles, Polygons and Circles*. *Irrational Numbers* and *Consumer Math & Probability* strands showed the greatest gains. 90% and 100% of the students tested achieved the adequate standard or higher in each of these strands.

CONTINUOUS IMPROVEMENT: MATHEMATICS

AREAS TARGETED FOR GROWTH

- In 2007, home support for learning in math showed a decline from the 2004 school data and was lower than provincial results.
- Of the Grade 8's tested, only 14% indicated that they were prepared and committed to the learning process in math. (The Grade 5 and math 20 results were much more positive and showed gains from 2004.)
- Integration of a variety of problem-solving strategies. (The CAT4 item-analysis data indicated that this was a general area of concern in nearly all grades tested.)
- Mental Math - Mastery of basic math facts.
- During the interview portion of the Math Midpoint Checkup, it was noted that students had difficulty using the "language of math" to explain their thought processes.

CONTINUOUS IMPROVEMENT: MATHEMATICS



ACTION PLAN

- Improving home support for learning in math:
 - Set up displays of books, websites, games, puzzles at parent nights.
 - Include math articles, websites, activities in school newsletters.
 - Hold a student-centered "Math Fair".
 - Prepare "Math Backpacks" with brainteasers, puzzles, card/dice games for students to sign out for home use.
- Improve student appreciation of math as a life skill:
 - Make math instruction relevant: relate to real-life situations when possible.
 - Access online resources that relate mathematics to specific careers.
 - Provide "hands-on" experience in applying math concepts to real-life situations.
 - Incorporate more games and fun activities into drill and practice activities.
 - Provide challenges for enrichment as opposed to "more of the same".

CONTINUOUS IMPROVEMENT: MATHEMATICS

ACTION PLAN

- Provide students with more opportunity to experiment with different problem-solving strategies:
 - Problem of the day
 - Display poster of strategies for students to choose from when problem-solving.
- Mastery of basic math facts:
 - Incorporate mental math into instruction
 - Use games, dice, cards to reinforce facts in a "fun" way
 - Monthly math calendars of daily activities for home practice in primary grades.
 - Include math "links" on school website and in newsletters so parents and students can access these resources at home.
 - Work on achieving the grade level standards set out by math committee.
- Focus on proper math terminology during instruction to strive for consistency in language:
 - Standard math terminology for cross-curricular use.
 - Word searches, crosswords to reinforce terminology.
 - Math dictionaries, flip books.
 - Online math glossary
 - Math terms incorporated into spelling lessons.
 - Word walls to display math terms.

