

**Continuous School Improvement
Interim Report**

FOR

Astral Drive Junior High

Halifax Regional School Board

June 16, 2014

Literacy

Goal: To improve student achievement in reading with a focus on critical thinking.

Strategy

List the strategies that were implemented this year.

1. **All teachers** will develop a common understanding of critical thinking and will embed the process of critical thinking in their subject areas.

Impact on Teaching

- Teachers met as staff for PD, and in PLC to develop common understanding and are now using a shared language when teaching critical literacy as a concept. We have defined critical thinking as any situation which requires students to analyze, evaluate, synthesize or make complex inferences in order to be successful.
- We shared ideas and resources in our ELA/FLA PLC and as a whole staff in order to develop a greater awareness of ways to embed critical thinking in both teaching and assessment.
- Teachers in all subject areas have begun to embed critical thinking skills as a regular feature in their units. It is a regular feature in the planning process.
- As a result of our focus, teachers continue to refine and share their essential questions for their subject areas on an ongoing basis.
- Teachers are providing critical thinking learning opportunities for all learners.

Strategy

2. **ELA/FLA teachers** will engage in curriculum alignment to map out the explicit teaching of critical thinking skills that will take place in grades 7 through 9.

Impact on Teaching

- Literacy PLC created a map (affectionately referred to as the "Mega-Plan") that explicitly lays out a structured plan for teaching critical thinking in FLA and ELA in grades 7 through 9.
- All ELA and FLA teachers are using the Mega-Plan to plan their teaching so that student learning is scaffolded in a supportive manner.

Strategy

3. **All teachers** will further develop their ability to explicitly teach critical thinking.

Impact on Teaching

- All teachers have taken part in the sharing of strategies for teaching and assessing critical thinking in staff meetings and during professional development sessions.
- Teachers are implementing critical thinking strategies cross-curricularly.
- Teachers have collaborated to develop lessons, units and assessments that focus on improving students' critical thinking skills. This has taken the form of both co-planning and co-teaching.
- Six ELA classes are part of a pilot project that focuses on the explicit teaching of critical thinking through participation in discussion circles.

Strategy

4. **ELA/FLA teachers** will develop a common assessment rubric for reading and choose exemplars for different levels of achievement (1-4) at each grade level. ELA/FLA teachers will use this assessment information to guide their instruction and/or student learning.

Impact on Teaching

- The ELA/FLA PLC developed rubrics for assessing critical thinking skills.
- The ELA/FLA PLC participated in common scoring sessions throughout the year and also selected several exemplars in both French and English at each grade level to guide our assessment in future years.
- As a result of this work, teachers are very consistent in their expectations at each different grade level.
- Teachers are also using the results from their common assessments and other classroom assessments to guide instruction and planning.

Strategy

5. **ELA/FLA teachers** will further develop their ability to use conferring for both assessment and instructional purposes.

Impact on Teaching

- We have not formally begun to focus on conferring as a group.

Literacy Data:

- External data (provincial and board)
- Common assessment data
- Classroom-based assessments
- Survey data
- Data from PLC notes

(Reading, Writing, Math)RWM Provincial Assessment Results (June 2013)

Board/School	Total # Scored	READING: Overall Performance			
		Level 1	Level 2	Level 3	Level 4
PROVINCE	8549	10%	20%	61%	8%
HRSB	3339	8%	18%	64%	10%
ASTRAL DRIVE JUNIOR HIGH	141	3%	13%	75%	9%

Board/School	READING Genres				Cognitive Levels		
	Information Text	Narrative	Visual Text	Poetry / Song	Cognitive 1 Literal	Cognitive 2 Non-Literal	Cognitive 3 Analysis
HRSB	67%	74%	70%	78%	61%	70%	71%
ASTRAL DRIVE JUNIOR HIGH	74%	86%	72%	81%	66%	73%	78%

Board/School	WRITING Results							
	IDEAS				ORGANIZATION			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
PROVINCE	0%	5%	66%	29%	0%	12%	64%	24%
HRSB	0%	5%	64%	31%	0%	11%	63%	25%
ASTRAL DRIVE JUNIOR HIGH	0%	4%	65%	31%	0%	11%	66%	23%

Board/School	WRITING Results							
	LANGUAGE USE				CONVENTIONS			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
PROVINCE	0%	11%	64%	24%	0%	20%	58%	22%
HRSB	0%	10%	63%	26%	0%	18%	59%	23%
ASTRAL DRIVE JUNIOR HIGH	0%	10%	63%	27%	0%	17%	60%	23%

Conclusion:

- Students are above both the provincial and HRSB average in their overall reading performance. We noted that while our students generally do well there is still room for improvement, particularly with informational and visual texts.

- We found it interesting that students at our school and in the HRSB did better with analysis type (78%) questions than they did with literal ones (66%). Our school based assessments indicate that this is not the case. Our students do very well when they are asked to find information that is “right there” in the text but they find it more challenging when they are asked to draw conclusions, make inferences and analyze texts. We will continue to monitor their results in the future on this issue.

Getting to great Survey: Higher % in ELA

Students;

- 77% - For me, time seems to fly by when I'm learning
- 89% - I feel confident about my ability to learn

Parents;

- 90% - How satisfied are you with your child's learning in ELA
- 84% - How satisfied are you with your child's learning in FLA

Teachers; Most/Every Day - To what extent do the following occur in your classroom during English Language Arts /English instruction

- 51% Reader's Workshop (including whole group instruction, independent practice, reflection/share)
- 51% Writer's Workshop (including whole group instruction, independent practice, reflection/share)
- 51% Students reading texts at their independent reading level
- 71% Confering with students
- 43% Small group instruction
- 53% Providing descriptive feedback to students about their reading
- 62% Providing descriptive feedback to students about their writing

Conclusion:

- The majority of our students and parents are satisfied with the quality of language arts instruction at Astral Drive. From this survey, we see that, while we have made improvement as a staff in how we create opportunities for students to receive descriptive feedback on their reading and writing, there is still room for growth.

Baseline Common Assessment (Fall 2013)

All students participated in a reading comprehension common assessment in the Fall of 2013. The purpose was to assess students’ ability to think critically about their reading and provide evidence to support their analysis. The following table has the results by grade level:

Thinking Critically	Level 4	Level 3	Level 2	Level 1
Grade 7	17%	29%	37%	18%
Grade 8	10%	32%	54%	5%
Grade 9	13%	42%	39%	6%

Providing Evidence	Level 4	Level 3	Level 2	Level 1
Grade 7	14%	34%	39%	13%
Grade 8	14%	35%	38%	14%
Grade 9	14%	45%	35%	6%

May 2014 Common Assessment

All students participated in a reading comprehension common assessment in the May 2014. The purpose was to assess students' ability to think critically about their reading and provide evidence to support their analysis. Note that FLA 8 & 9 do not have specific outcomes for evidence so there is not data for these classes on that table. The following table has the results by grade level:

Thinking Critically	Level 4	Level 3	Level 2	Level 1
Grade 7 ELA	36%	44%	18%	2%
Grade 7 FLA (early)	38%	52%	10%	0%
Grade 7 FLA (late)	6%	22%	70%	2%
Grade 8 ELA	30%	52%	17%	1%
Grade 8 FLA	27%	41%	23%	9%
Grade 9 ELA	40%	48%	10%	2%
Grade 9 FLA	54%	28%	18%	0%

Providing Evidence	Level 4	Level 3	Level 2	Level 1
Grade 7 FLA (early)	5%	57%	38%	0%
Grade 7 FLA (late)	14%	51%	35%	0%
Grade 7 ELA	46%	42%	11%	1%
Grade 8 ELA	25%	41%	22%	11%
Grade 9 ELA	38%	52%	10%	0%

Conclusion:

- Our students learned to be more critical in their thinking when reading this year. Students made great gains between our common assessment in October of 2013 and the one written in May of 2014. ELA and FLA teachers plan to use their experiences from 2013-2014 to help students further improve. Teachers have identified certain critical thinking skills that they would like to focus more on next year.
- We noted that the Late Immersion grade 7 students had some difficulty with the language of the text that was part of the May common assessment. One challenge all FLA teachers had was in locating a range of texts with the appropriate level of challenge. We plan to add to our bank of resources next year so that students have a variety of texts to choose from.

Literacy Plan for 2014/15

Strategies:			
1. All teachers will continue to further develop their understanding of critical thinking.			
2. All teachers will continue to further develop their ability to explicitly teach critical thinking by collaborating as PLC members in all subject areas.			
3. ELA and FLA teachers will review and modify as necessary the Mega-Plan as well as the rubrics.			
4. ELA and FLA teachers will share the Mega Plan, exemplars and rubrics with all staff to support them in incorporating critical thinking in their teaching.			
5. All teachers will work in subject areas to align their curriculum and identify essential outcomes at each grade level so that student learning is scaffolded in a supportive manner.			
6. ELA and FLA teachers and student services will monitor student progress with critical thinking through the grade levels to inform teacher practice and provide remediation or enrichment.			
Professional Learning to Support Goals and Strategies:			
What will we learn?	Who will learn this?	When will we learn this?	How will we go about the learning?
All teachers will develop a common understanding of critical thinking and will embed the process of critical thinking in their subject areas.	All teachers	During staff meetings, PLC meetings and on PD days.	Sharing of resources and experience.
ELA and FLA teachers will share the Mega Plan, exemplars and rubrics with all staff to support them in incorporating critical thinking in their teaching.	All teachers	During staff meetings, PLC meetings and on PD days.	Sharing of resources and experience.
All teachers will work in subject areas to align their curriculum and	All teachers	During staff meetings, PLC meetings and on PD days.	Sharing of resources and experience.

identify essential outcomes at each grade level so that student learning is scaffolded in a supportive manner.			
Data Collection to Monitor Change and Inform Practice:			
What will we collect?	Who will collect?	When will we do this?	How will we use it?
RWM 8	EECD	June 2015	-Grade 9 and resource teachers will use this information to plan interventions for students not meeting benchmarks.
School based reading comprehension common assessment	All ELA and FLA teachers	May 2015	-Teachers will work in PLCs to discuss trends in the data and discuss strategies for teaching areas of need. -To monitor improvement in student achievement year over year.
PLC Notes	PLC members	Ongoing	-To document our learning and to monitor implementation of strategies.

MATH

Goal: To improve student achievement in problem solving and communication

Strategy

List the strategies that were implemented this year.

1. Teachers will develop a common understanding of problem solving and communication and plan to embed problem solving skills/inquiry into their program and assessment practices including level 3 and open ended questions.

Impact on Teaching

- Teachers met as a staff and as a PLC to develop common understanding and are now using a shared language when teaching problem solving and communication. This information was translated to all subject teachers to encourage common language in a cross-curricular manner.
- Teachers shared ideas and resources during PLC's, and as a whole staff, to come to a better understanding of level 3 questions and learned to incorporate level 3 and open ended questions on classroom assessments.

Strategy

2. Math teachers and their students will co-construct criteria for problem solving and communication. Teachers will collect and find samples to use with students to show what quality looks like, aid in self-assessment and descriptive feedback.

Impact on Teaching

- Baseline data was collected through one open-ended question that was provided to the students at all grade levels. During PLC we chose exemplars from those problems. Then, each teacher took those exemplars to their classes and asked students to work in groups to determine which solutions provided sufficient information and which did not.
- Through the process of co-constructing we asked the students to create a list of things that are necessary for a good solution to a problem. These lists were compiled and reviewed among the team and one final checklist (from the students' ideas) was created. These checklists were used during all classes and students were given the opportunity to make any changes or question any items on the list.
- Once all of the teachers have had the opportunity to use and go over the checklist with their students a poster was made of the checklist and posted in each classroom.

Strategy

3. Teachers, with the help of student services, will embed multiple ways for students to show understanding of problem solving and communication using direct instruction, differentiated learning, and strategies for all learning styles.

Impact on Teaching

- Students and teachers will participate in and organize school wide, province wide, and national math clubs and competitions to promote problem solving. (ex. Caribou Math Competition, Gauss/Pascal Math Competition)
- Teachers meet during PLC's to discuss best practice and new ways to incorporate technology to meet differentiated needs and allow students to demonstrate understanding through various representations.
- Teachers meet regularly with student services to collaborate and discuss high leverage strategies to meet the needs of struggling learners.

Strategy

4. Math teachers and student services will monitor student progress of problem solving through grade levels to inform teacher practice and provide remediation or enrichment.

Impact on Teaching

- We have not formally begun to focus on a systematic approach to this strategy.

Numeracy Data:

Include the following sources of data to represent your students' achievement in this goal area:

External Assessment Data

Board/School	MATH: Overall Performance			
	Level 1	Level 2	Level 3	Level 4
PROVINCE	14%	32%	48%	6%
HRSB	13%	31%	49%	7%
ASTRAL DRIVE JUNIOR HIGH	9%	31%	56%	4%

	Cognitive Levels		
	Cognitive 1 Knowledge	Cognitive 2 Application	Cognitive 3 Analysis
HRSB	61%	54%	40%
ASTRAL DRIVE JUNIOR HIGH	65%	54%	46%

Conclusions

- Students are performing at or above board average in all areas of math achievement with the exception of level 4 questions. This data provides a snapshot and trends in achievement, but points to a need for our students to be able to synthesize and create solutions for higher level thinking problems.
- The staff has made a connection between literacy data and mathematics data that suggest that analysis and critical thinking is a cross-curricular area of need for our students.

Getting to great Survey: Higher % in Math

Students;

- 46% - For me, time seems to fly by when I'm learning
- 69% - I feel confident about my ability to learn

Parents;

- 70% How satisfied are you with your child's learning in Math

Teachers; level of understanding of the following mathematics instruction types: Good/thorough

- 91% - Open exploration model (As a type of a 3-part lesson model)
- 91% - Guided instruction model (As a type of a 3-part lesson model)
- 90% - Direct instruction model

Conclusions:

- It is clear from the survey data that teachers have a high level of understanding of the different instructions types and because of this and because of their high expectations of their students, almost three quarters of the parents feel confident in their child's learning in Math. Also, this data would suggest that approximately half of the students enjoy learning math and they feel confident in their ability to learn math. It is our hope that adopting a co-constructivist model that more students will feel engaged and connected with mathematics and report higher levels of engagement and interaction with the curriculum.

Common Assessment Data

Problem Solving	Level 4	Level 3	Level 2	Level 1
Grade 7	17%	26%	31%	26%

Problem Solving	Level 4	Level 3	Level 2	Level 1
Grade 8 January	23%	36%	24%	17%
Grade 8 January Part 2	26%	31%	25%	18%

Problem Solving	Level 4	Level 3	Level 2	Level 1
Grade 9 November	35%	27%	15%	23%
Grade 9 March	8%	25%	32%	35%

Conclusions:

- From a wider perspective, our classroom data confirms our external results that students at Astral Drive struggle with high level thinking and problem solving in mathematics. Our own classroom data provides a more in-depth and holistic understanding of student needs and challenges and suggests that problem solving and communication continues to be an area of need for our students.
- While our expectations of competency may differ from the provincial competency, there exists a need to further explore problem solving and communication at the higher ordered levels. Our students have a grasp of the basics that lead to success in mathematics, but continue to need to be challenged to meet expectations for level 3 and level 4 type questions.
- There seems to be a need to provide students with problem solving and communication skills in an embedded and natural way to solve problems in the math classroom and beyond. This would provide students and staff with a common language related to problem solving and promotes higher ordered thinking across the curriculum.

PLC Notes: Observational Data

Since the start of the process, as a team we have noticed:

- Students are writing more, asking more questions and taking their time because they are more aware of what is required for a proper solution.
- Their focus is not only on the final solution, rather they think more about how to show the process or procedure
- Stronger students are realizing the importance of showing their work as they normally find it sufficient to simply provide a final answer. Their work is more organized.
- When students find themselves faced with a problem with which they can't determine the starting point, they tend to give up right away.
- For struggling students, the strategies are not sufficient because the basic skills are what they are missing.
- When they are problem-solving in teams they are more willing to take risks and to contribute because they have somebody to help them start the conversation. Teachers realize the importance of proper grouping of students.
- Students seem to be more successful at solving problems during lessons when problem solving is the main focus. However, when giving problem-solving questions on an assessment, they are less successful.
- Lower level students improved because they learn the need to show work and ask questions.
- Stronger students realize that it is necessary to show work to show their thought-processes.

Numeracy Plan for 2014/15

Strategies:
1. Within their PLC's, teachers will develop common formative assessment for grade 7, 8 and 9 and use the resulting data to inform instruction.
2. Teachers will work collaboratively in their PLC's with a focus on using classroom formative assessments to identify students not meeting outcomes and planning interventions for these students in a timely manner.
3. Math teachers will collaborate to design and implement instructional strategies that emphasize a differentiated and constructivist approach to teaching problem solving and communication.
4. All teachers will continue to develop a common understanding of problem solving and communication and what it looks like in their subject areas.
5. All teachers will encourage the skills required for effective problem solving. These skills include: risk-taking, perseverance, resilience, self-advocacy.
6. All teachers will follow the developed yearly common curriculum plan.

Professional Learning to Support Goals and Strategies:			
What will we learn?	Who will learn this?	When will we learn this?	How will we go about the learning?
All teachers will continue to develop a common understanding of problem solving and communication.	All teachers and support staff	September PD 2014 Early Fall PD 2014	-Site-based PD Day -Working together in PLCs. <i>Possible Resources:</i> -Curriculum guide
All teachers will plan to ensure opportunities to apply problem solving skills and inquiry into their program and assessment practices.	All teachers	September PD PLC's	- Site Based PD -teachers will work in PLC's to support their learning
Teachers and students will co-construct criteria for problem solving and communication. Teachers will collect and find samples to use with students to show what quality work looks like, aid in self-assessment and descriptive feedback.	Math teachers	PLC's Classroom instruction	-In Sept. with students -Collection of quality work is an ongoing and shared process
Teachers will embed multiple ways for students to show understanding of problem solving and communication, and collaborate with student services to differentiate instruction.	Math teachers		-Site Based PD Day -Ongoing work in PLC's -SPT meeting -In class support from student services and peer observations
Math teachers will come to a common understanding of level 3 and open ended questions and embed these opportunities throughout their program.			- Ongoing PLC work

Data Collection to Monitor Change and Inform Practice:			
What will we collect?	Who will collect?	When will we do this?	How will we use it?
RWM 6	EECD	September 2014	<ul style="list-style-type: none"> -School admin will lead a data coaching session at a staff meeting -Math 7, 8 and 9 teachers will collaborate within their PLC to plan interventions for students not meeting expectations -Teachers will discuss trends in the data and investigate research-based instructional strategies in areas of need, applying them to their practice -to monitor gains in student achievement
RWM 8	EECD	Fall 2014	<ul style="list-style-type: none"> School admin will lead a data coaching session at a staff meeting -Math 7, 8 and 9 teachers will collaborate within their PLC to plan interventions for students not meeting expectations -Teachers will discuss trends in the data and investigate research-based instructional strategies in areas of need, applying them to their practice -to monitor gains in student achievement
Universal Screening	Math Teachers	September 2014	<ul style="list-style-type: none"> -Teachers will develop grade appropriate universal screening tools to identify strengths and needs of their current students. -The screening tools should be high leverage strategies to improve achievement in problem solving and communication. -Teachers will use this information to identify

			students in need of re-teaching and remediation.
Common Classroom Formative Assessments	Math Teachers	Ongoing	-Teachers will work in PLC's to discuss trends in the data and discuss a collaborative approach to teaching areas of need. -To improve student achievement
PLC Notes	PLC Members	Ongoing	-To document our learning, direct professional development, and monitor implementation of strategies.

Goal 3: To positively impact student learning through use of effective assessment practices.

Strategy
<p>1. Develop a common understanding and school wide use of the 1-4 rubric using the DOE Achievement Levels - Primary -12. Teachers will collect and find samples to use with students to show what level 4 quality achievement looks like, aid in self- assessment and descriptive feedback.</p>
Impact on Teaching
<ul style="list-style-type: none"> ➤ All teachers collected exemplars to show what level 4 quality achievement looks like. (22) ➤ Most teachers used exemplars (18) ➤ Most teachers used checklists (13) ➤ Teachers give descriptive feedback (11) ➤ All teachers defining/clarifying a level 3 or 4 (17) ➤ Get students to practice judging what level 4 looks like using preferred topics (13) ➤ Plan for the collection/saving of exemplars in lessons/units (12) ➤ Share exemplars with other teachers at subject + grade levels (7) ➤ Set clear criteria expectations (13) ➤ Co-construct rubrics based on exemplars (9) ➤ Giving students descriptive feedback in a timely manner (14) ➤ Provide timely and descriptive feedback ➤ Problem solving checklist developed by the math team with students ➤ Common marking for math and literacy team

Strategy

2. Teachers will involve students in the assessment process.

Impact on Teaching

- Support/Group Network
- Say something (positive feedback)
- Students tracking their outcomes/reflecting on their learning
- Choice in Assessment
- Goal Setting
- Peer-Assessment (TAG)
- Magic of 3 (Checklist for Speaking & Listening)
- Self-Assessment
- Co-constructing criteria & rubric
- Work with samples to co-construct criteria
- Peer and self-evaluation
- Having students develop their own level 4 questions
- Student Portfolios

Strategy

3. Teachers will develop and use both formative and summative assessment to improve student achievement and guide teacher practice.

Impact on Teaching

- C.O.P. Information in order to guide learning (Conversation, Observation & Product)
- Electronic device data collection (ex: Socrative, ShowMe)
- Determine learning, targets
- Establish big ideas
- K-W-L
- Exit Cards – Sticky Notes
- Observations
- Conferencing – Conferring
- Think-Pair-Share
- Anticipation Guides
- Guided Practice
- Mimio voting
- Quick comprehension check-ins (thumbs up/thumbs down, happy face etc)

Strategy
<p>4. The school will develop a communication plan to inform parents of effective assessment practices.</p>
Impact on Teaching
<ul style="list-style-type: none"> ➤ School wide implementation of the 1-4 system (7, 8 & 9) ➤ Put major assignments and rubrics on webpage ➤ Sharing exemplars with parents ➤ 1-4 definitions are communicated to parents at curriculum night and on all assessments.

Strategy
<p>5. The school will have a systematic and tiered model of intervention (literacy/math support blocks, school referral process and program planning team: action steps clearly defined).</p>
Impact on Teaching
<ul style="list-style-type: none"> ➤ Co-teaching in classrooms with resource teacher ➤ May 5, 2014 an expert from Solution tree delivered Professional development to all members of the student support team, administration team and four teachers from core subjects for RTI. (Response To Intervention) ➤ <i>The RTI at Work™ model builds on the foundation of the Professional Learning Communities at Work™ process by using team structures and a focus on learning, collaboration, and results to drive successful outcomes. The model emphasize that all students must have access at Tier 1 to essential grade-level curriculum and highly effective instructional practices to prevent most learning struggles. In addition, a school must provide increasing targeted supplemental (Tier 2) and intensive (Tier 3) interventions for all students needing additional support to master the academic skills, knowledge, and behaviors required to succeed in school and beyond.</i> ➤ Conversation started around developing “Schools Core Values” and “Non-Negotiable” ➤ Student services support ➤ Initial discussion around “Homework” Club

Assessment Data:

Include the following sources of data to represent your students' achievement in this goal area:

- School wide PLC's staff meetings and school based PD notes
- Getting to Great Survey

Getting to Great Survey – usually/Always/High%:

Students:

83% - My grades are based on different types of work (presentations, projects, tests, etc.).

71% - Instead of memorizing, my teachers want me to understand the information covered in class.

Parents:

67% - I know how well my child is doing in school (academically)

Teachers: Usually/Always

100% - I give each student a variety of opportunities to demonstrate curriculum outcomes.

100% - Effective assessment strategies are an integral part of our CSI plan.

77% - I use the skills and knowledge from PD to change my classroom practice(s).

Conclusion:

- Based on our results from the Getting to Great Survey, we feel confident that students are given varied and different types of work in order to show their understanding of the outcomes. Furthermore, teachers are shifting from a focus on teaching towards a focus on learning and are placing an increased emphasis on understanding. Teachers are reporting positive attitudes towards research based strategies to improve student improvement, but there is a need to involve parents and guardians in PowerSchool as a means to improve communication between home and school.

Assessment Plan for 2014/15

Strategies:			
1. Continue work with our 1-4 system – involving students			
2. Continue level 4 questions in planning & best practices in assessment. (COP)			
3. Work in PLC's subject areas to develop curriculum mapping; developing a *"Guaranteed and Viable Curriculum"			
4. Planning / Implementation of RTI & "homework club".			
5. Communication to school community of ADJH assessment for student learning			
Professional Learning to Support Goals and Strategies:			
What will we learn?	Who will learn this?	When will we learn this?	How will we go about the learning?
What does RTI look like at ADJH	All Staff	September PD and ongoing	Sharing of resources and experiences Site-based PD
Exploring ways to communicate with and involve parents	All School Community	September and ongoing	Curriculum Night
Identify the essential learning targets at each grade level and subject	All Staff	School based PD Staff meetings ongoing	School based PD Staff meetings ongoing
Data Collection to Monitor Change and Inform Practice:			
What will we collect?	Who will collect?	When will we do this?	How will we use it?
Number of students receiving support (level 1-2)	Student Support Team	On Going	For student support and Programming
Number of students attending homework club	Club organizers	On Going	For student support and Programming
Baseline data of student support	Student Support Team	September 2014	For student support and Programming
Classroom observations PLC Notes Attendance Referrals Surveys	All teachers	On Going	Staff PD and sharing

**Guaranteed and Viable Curriculum – "schools that function as PLC's are characterized by academic focus that brings clarity, coherence, and precision to every classroom. These schools have a compact list of clear learning expectations for each grade and subject or course and tangible exemplars of student proficiency for each learning expectation"
- Jonathon Saphier, 2005 (Leaders of Learning Dufour & Marzano, 2011)*