

**Continuous School Improvement
Interim Report**

FOR



Astral Drive Junior High

Halifax Regional School Board

Date June 15, 2015

Literacy

Goal 1: To improve student achievement in reading with a focus on critical thinking.

Strategy

Strategies that were implemented this year.

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 a Professional learning Community (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.

Impact on Teaching

Professional Learning Community (PLC):

The ultimate goal of a professional learning community (PLC) can be summed up in three words: improved student achievement. Although the term has grown to encompass a wide variety of concepts and practices, a professional learning community is always a group of people who are motivated by a vision of learning and who support one another toward that end. A PLC:

- represents a collective effort to enhance student learning
- promotes and sustains the learning of all professionals in the school
- builds knowledge through inquiry
- analyses and uses data for reflection and improvement

(Bolam et al., 2005)

We continued to develop our understanding of critical thinking and are using a shared language when teaching critical literacy as a concept. We also continued to share ideas and resources in our PLCs and as a whole staff in order to further embed critical thinking in both teaching and assessment. Teachers now routinely discuss ways that they will teach and assess critical thinking.

All PLC groups met on a regular basis during school based PD days. In addition to these times, student services, literacy, math, physical education, and science PLCs met weekly.

Over the course of the year, PLCs worked together to create and then revise curriculum maps. These maps give a detailed overview of the essential learning that is to take place at each grade level. The following are some specific examples of how this looked in each of the PLCs.

The literacy PLC made extensive revisions to the curriculum map that they created last year (affectionately known as the "Mega Plan"). During these revisions, the focus became less about language arts curriculum and more about how these goals could be used to compliment other subjects. The PLC created a second "Content Area Mega Plan" for critical thinking that could be applied by teachers of all subjects.

The math team took a similar approach in creating problem-solving activities to help promote the use of math outside of the math classroom. The PLC noticed that, while problem-solving skills had improved, a lack of basic skills was hindering the problem-solving process for many students. They therefore took action to help those students who struggled with these skills.

Social studies mapped out their essential learnings for grade 7-9 and found ways to integrate elements from the "Content Area Mega Plan" into the social studies curriculum.

Science mapped out their essential learning for grade 7-9 and created a common assessment observation grid for all labs.

Healthy living completed a first draft of their curriculum map and have been working towards creating a seamless transition between 7—9 to ensure all healthy living outcomes are covered over the course of a student's three years at ADJH.

Specialist teachers were also able to work in PLCs with teachers from other schools. For instance, the art teacher has been collaborating with other teachers in order to develop a plan that will focus on developing basic art skills at the grade 7 level and building towards more complexity for 8 and 9. The Tech Ed teacher met with other teachers to look at upcoming modules to ensure an efficient delivery of the curriculum as the new lab is created. The music teacher met with other HRSB teachers to discuss problems and solutions surrounding assessment and mapping of the curriculum from 6-9. Finally, Physical Education teachers met in PLC to create their first draft of the curriculum map which will be revisited with upcoming curriculum changes.

All these initiatives have allowed us to ensure that there is less repetition in the curriculum and there is greater consistency across all subjects. Clear targets have been identified and this will ensure the school's focus is on the essential learnings for students.

As part of the revision process, PLCs reflected on how well the plans met all students' needs and identified areas of concern. For example, ELA and FLA teachers and student services worked daily to monitor student progress with critical thinking through the grade levels. Students were assessed in an ongoing manner in order to inform teacher practice and so that teachers could provide remediation or enrichment. For example, students on IPPs are being explicitly taught strategies to support critical literacy.

Students on IPPs were explicitly taught skills to improve achievement in literacy. Focus on IPPS was narrowed to address skills necessary for critical literacy such as determining the main idea, making inferences context clues, recognizing relevant and irrelevant details and supporting information. Resources and strategies were also utilized in keeping with student strengths and challenges with critical thinking and problem solving. Students on IPPS were also able to access curriculum at an introductory level, increasing their participation in mainstream classrooms.

Further, student services was able to provide targeted support to students more efficiently as all teachers had a common focus in keeping with big ideas in the Mega Plan. Students worked on similar concepts/units across grade levels which allowed for intensive support and coordinated use of resources within small peer groups. There were less scheduling conflicts as students in the same grade were working on specific critical thinking and problem solving skills as opposed to varying topics/units of study dependent on the teacher and at different times in the year.

Literacy Data:

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

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

➤ **Conclusion:**

1- External data (provincial and board)

**2013-2014 Grade 8 RWM Provincial Assessment Results: Reading
(Written in June 2014)**

| Board/School | Total # Scored | READING: Overall Performance | | | |
|---------------------------------|----------------|------------------------------|------------|------------|------------|
| | | Level 1 | Level 2 | Level 3 | Level 4 |
| PROVINCE | 8381 | 9% | 17% | 65% | 10% |
| HRSB | 3205 | 7% | 16% | 66% | 10% |
| ASTRAL DRIVE JUNIOR HIGH | 149 | 6% | 21% | 59% | 14% |

Provincial Assessments

| Provincial and Board Assessments | | |
|---|-------------------------------|------------------------------|
| | School (%) 2013-14 | Board (%) 2013-14 |
| <u>Literacy Assessments</u> | | |
| Grade 8 Provincial | | |
| Reading | 73% | 76% |
| Writing - Ideas | 84% | 86% |
| Writing - Organization | 76% | 78% |
| Writing - Language Use | 79% | 83% |
| Writing - Conventions | 67% | 73% |
| <u>Math Assessments</u> | | |
| Grade 8 Provincial | | |
| Mathematics | 59% | 59% |

Based on the data we received above our strength for literacy is with writing and ideas. Our challenge is with conventions. At ADJH, 73% of students scored at or above expectations in reading, performing above the province (70%). In writing, both ADJH and HRSB students performed at or above the provincial average in all areas of writing. Conventions emerged as an area of relative weakness for both ADJH and HRSB students as compared to the other areas of writing assessed.

In math we are at board average for overall math results. In the HRSB, 59% of students scored at and above expectations in mathematics, performing above the provincial average of 57% for 2013-14.

Please see our 2014 interim report at <http://astraldrivejunior.ednet.ns.ca/Continuous%20School%20Improvement.htm> for details on both math and literacy progress towards our goals and strategies for improvement.

2- Common assessment data

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 does not have specific outcomes for evidence so there is no 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% |

May 2015 Common Assessment

All students participated in a reading comprehension common assessment in the May 2015. 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 does not have specific outcomes for evidence so there is no 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 | 34% | 51% | 15% | 1% |
| Grade 7 FLA (early) | 17% | 73% | 10% | 0% |
| Grade 7 FLA (late) | 54% | 43% | 3% | 0% |
| | | | | |
| Grade 8 ELA | 26% | 39% | 29% | 5% |
| Grade 8 FLA | 28% | 54% | 18% | 0% |
| | | | | |
| Grade 9 ELA | 52% | 31% | 17% | 0% |
| Grade 9 FLA | 33% | 37% | 29% | 1% |

| Providing Evidence | Level 4 | Level 3 | Level 2 | Level 1 |
|---------------------------|----------------|----------------|----------------|----------------|
| Grade 7 FLA (early) | 38% | 35% | 27% | 0% |
| Grade 7 FLA (late) | 43% | 43% | 14% | 0% |
| Grade 7 ELA | 41% | 53% | 5% | 1% |
| | | | | |
| Grade 8 ELA | 58% | 40% | 2% | 0% |
| | | | | |
| Grade 9 ELA | 54% | 35% | 11% | 0% |

Conclusion

Providing Evidence

Students continue to improve their ability to provide evidence from the text. For instance, 88% of the cohort that was in grade 7 last year was able to provide evidence. This year the total of students scoring level 3 or higher was 98%. Similarly, the grade 9s improved from 66% to 89%. Clearly, overall our students are improving their ability to extract information from a text. This has also helped students in other subject areas because they are now more consistently using textual evidence in when working in other subject areas.

Critical Thinking

Teachers reported that they have seen students applying critical thinking skills and using common language when analyzing texts in other subjects. For example, students are regularly identifying missing viewpoints in various texts. However, it remains a challenge for students to distinguish when a text is meant to persuade the audience. While there has been success in terms of the number of students who are now achieving 3s and 4s, teachers have also reported that there still a portion of students that are scoring 2s when trying to identify the overall purpose.

Conclusion

2- Getting to great Survey:

84% of students reported that "My French Language Arts grades are based on different types of work (presentations, projects, tests, etc.)"

Literacy Plan for 2015/16

Literacy Goal 1: To improve student achievement in reading with a focus on critical thinking.

| Literacy Strategies ↓ | Professional Learning to Support Literacy Goal and Strategies: | | | |
|---|---|------------------------------------|---|--|
| | <i>What will we learn?</i> | <i>Who will learn this?</i> | <i>When will we learn this?</i> | <i>How will we go about the learning?</i> |
| 1. All teachers will continue to develop their ability to explicitly teach and assess critical thinking by collaborating as PLC members in all subjects. | 1 a) How to further develop our ability explicitly teach and assess critical thinking | All teachers. | During PLC, staff Meetings and PD days. | Sharing and learning from each other. |
| | | | | |
| 2. All teachers will continue to 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. | 2 a) What the learning targets are for each subject at all grade levels. | All teachers | During PLC, staff Meetings and PD days. | Sharing and learning from each other. |
| | | | | |
| 3. ELA and FLA teachers will work to create universal language to describe the 1 to 4 achievement levels that can | 3. A) Appropriate and consistent qualitative language for describing student | ELA and FLA teachers. | In PLC time. | Through collaboration and research. |

| | | | | |
|---|--------------|--|--|--|
| be used by teachers in all subject areas. | achievement. | | | |
|---|--------------|--|--|--|



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? |
|--|--------------------------|------------------------------|--|
| School-based reading common assessments | ELA and FLA teachers | April-May 2016 | To inform assessment and guide practice. |
| PLC notes | ELA and FLA teachers | Weekly | To document our progress towards our goals. |
| Getting to Great Survey | HRSB | April 2016 | To guide our practice. |
| Folder of strategies/samples of critical literacy tools/student work samples | ELA and FLA teachers | ongoing | To inform assessment and guide our practice. |

Mathematics

Goal 2: To improve student achievement in problem solving and communication

| Strategy |
|--|
| <p>Strategies that were implemented this year.</p> <ol style="list-style-type: none">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, and self-advocacy.6. All teachers will follow the developed yearly common curriculum plan. |
| Impact on Teaching |
| <p>Strategies # 1 & 2 ~</p> <p>During the first week of school, all teachers reviewed the previously established problem solving model and problem solving strategies (on posters in each math class) with students. Common questions were given, students presented their answers. Answers were then assessed by the class in terms of their adherence to the problem-solving checklist. Our purpose was to determine where students were in their thinking and problem solving skills. Strengths and challenges were identified and discussed, both with students, and in our PLC. Observational notes were made, and notes were brought in from the previous year. This information provided us with the direction needed to move forward with our goal in problem solving.</p> <p>At each grade level, teachers identified/created common questions throughout the year, which we used to inform our instruction and implement required supports. Through this process, teachers realized that the majority of students had a strong grasp of showing their work though the utilization of the problem-solving checklist. We were then able to focus additional instruction to support the students who needed assistance with this concept. During this process, we also realized that</p> |

many students were only using 2-3 strategies. When we pursued this with students, we realized that many students either were not aware of the numerous strategies, or were unsure of their application/process. This led us to the creation of reference sheets and associated questions (see Strategy 3).

We also noticed that many students were lacking basic numeracy skills, and that this was impeding their ability to solve problems. We wanted to identify students who were struggling, and create focused supports for them. Our team created a Basic Skills Common Assessment, which focused on addition, subtraction, multiplication and division of both whole numbers and integers. All students were assessed using this tool. We identified students struggling with these concepts, we created supports for them. A package including worksheets, websites and apps was created and sent home to support skill development, and similar supports were also used to assist students in school. We will continue to integrate basic numeracy skills in our lessons (i.e.: mental math, check-ins, directed support). We believe that proficiency with basic numeracy skills will greatly enhance our students' abilities to problem solve in all areas. We are planning to track trends in our results next year, and determine if (a) students are improving their basic skill calculations, and (b) if that improvement supports the development of problem solving abilities for our students.

Strategy

Strategy # 3 ~

As previously mentioned we noticed that many students were not aware of or did not fully grasp the ideas and applications of all problem solving strategies. We decided to create individual reference sheets for 6 main strategies. Each sheet would have an explanation of the strategy and its application, along with a solved example for reference.

Our team feels it is very important to present a cohesive, organized problem-solving program to our students. We believe that the use of common language and common reference material, along with our problem-solving checklist and problem solving model, will provide a reliable framework for students to reference throughout Grades 7, 8 and 9, and allow them to continually build upon their skills.

Next year, we plan on maintaining our focus on problem-solving using a monthly focus on one strategy at a time. For example, during the month of October, problems which could be solved using the Use a Diagram strategy will be presented, both during regular class time, and in our weekly math puzzler (see note below). At the beginning of each month, we will present several questions which could be solved using that particular strategy. Our plan is to have students present their answers and associated strategies. We will then explicitly teach and show students the specified strategy, stressing that it is part of the toolbox, and no specific strategy must be used for a given question. Our questions that month will be varied, but opportunities for the use of the presented strategy will be continually presented.

Students on IPPs were explicitly taught skills to improve achievement in problem solving skills. Focus on IPPS was narrowed to address skills necessary for problem solving such as what is the problem/investigation asking you to do, what is the information needed to solve the problem, and what steps are necessary to solve the problem. Students were given graphic organizers to support their understanding of the problem solving model which was built in to Resources and strategy sections of the IPP. Students on IPPS were also able to access curriculum at an introductory level, increasing their participation in mainstream classrooms. As well, strategies to promote problem solving skills such as risk-taking, perseverance, resiliency and self –advocacy (what to do when you don't know what to do), were encouraged and incorporated into Adaptations and IPPs and as part of transition plans.

Further, student services was able to provide targeted support to students more efficiently as all teachers had a common focus in keeping with big ideas in the Mega Plan. Students worked on similar concepts/units across grade levels which allowed for intensive support and coordinated use of resources within small peer groups. There were less scheduling conflicts as students in the same grade were working on specific problem solving skills as opposed to varying topics/math strands dependent on the teacher and at different times in the year.

Strategy

Strategies # 4-5 ~

Our Math team continues to meet with the staff on a regular basis. We have been consistently promoting the use of the problem solving checklist in all subject areas. A poster containing the checklist can be found in all classrooms throughout the school. Teachers in all subject areas are promoting the idea of a problem solving process, regardless of the subject material. All necessary skills (risk taking, self-advocacy, resiliency etc.) are being supported and developed in all subject areas.

The Grade 9 Science team has noticed an increase in competency, as related to the use of mathematical formulas in electrical measurement calculations within the Electricity unit. For example, last year's students required additional support when dealing with this topic, in terms of how to rearrange formulas to solve for a specific unknown value. This year, there was an increase in the comfort level with these types of word problems, which led to greater student success.

Strategy

Strategy # 6 ~

All Math teachers are following the yearly plan. We attended Professional Development as a Math Team on May 22, 2015. This PD outlined the new framework to be implemented in Grades 7, 8 and 9 next year. Our team will need to review this framework in order to align our curriculum plans, assessment and problem solving material with the new framework.

Mathematics Data:

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

- External data (provincial)
- Common assessment data (if available)
- Classroom-based assessments
- Survey data
- Data from PLC notes
- Etc.

External data

| Provincial Assessments | | |
|------------------------|-----------------------------|----------------------------|
| Math Assessments | | |
| | <i>School 2013-2014</i> | <i>Board 2013-2014</i> |
| Grade 8 Provincial | 59% | 59% |

| Breakdown of Student Results ~ Provincial Assessments | | |
|---|----------------|------------------|
| <i>Level 1</i> | <i>Level 2</i> | <i>Level 3/4</i> |
| 10% | 31% | 59% |

The data from the **Nova Scotia Assessment: Reading and Mathematics in Grade 8** indicated that 59% of our students were meeting expectations in Mathematics. This is consistent with HRSB, as 59% of HRSB students were meeting expectations as well.

The only additional information that our team has received from this assessment is a list of the names of students who scored at Level 1. Our analysis of these results indicates that 10% of our 163 Grade 8 students did not meet expectations (had scores of **Level 1**). Unfortunately, the results were not broken down into strands (all strand results contained "?" symbols instead of data), so it was difficult to confidently assess common areas of weakness etc. Our team has maintained a focus on these students, along with others struggling with grade-level material. Students have received additional support as required, with direct interventions (Resource, Math support sessions) being implemented as necessary.

As indicated in the second table above, 59% of our students were meeting expectations (Level 3/4), and 10% of our students were at Level 1, thus 31% of our student scored at Level 2.

It is our hope that direct interventions, alignment of the new curriculum for the 2015-2016 school year, and our team's focus on problem solving will support

students in working towards a deeper understanding of grade-level material, thus increasing the number of students meeting expectations in the future.

Common assessment data/ Classroom-based assessments/Data from PLC Notes

All ADJH Math teachers started the year with several classes focused on problem solving. Classes discussed the problem solving model, the problem solving checklist, and some classes co-constructed criteria for problem solving solutions. Common questions were also given at each grade level. Students/groups presented their answers, and numerous strategies were discussed informally (no direct instruction of specific strategies). Problem solving opportunities were embedded in daily lessons, with a focus on open-ended questions, or solutions which could be solved using a variety of problem solving strategies.

Anecdotal reports from teachers based on classroom problem solving assessments/opportunities during the year indicate that there has been a marked increase in students being able to identify important information, show their work and follow the school's problem solving checklist. Students are more willing to take risks, ask questions and are more resilient in their efforts to solve problems. Students are identifying the importance of the process, and not just the correct answer. Teachers noted that students sometimes still have difficulty with problem solving due to struggles with number sense, or not understanding requisite underlying mathematical concepts. The team also noted that students were unaware of all possible strategies to solve problems.

All ADJH had the opportunity to work on a weekly school math puzzler, which allowed students to solve questions that were not necessarily directly related to material being covered in class. Students could use a strategy of their choice. Again, teachers noticed that student communication skills were more developed (structure, labeled work, explanations and diagrams were very common). Students enjoyed the challenge. Our team heard students discussing questions in the hallway and in other classes. Other subject-area teachers were involved in the process as well, through discussions with students about the questions, or actually attempting the question themselves.

The team also noted that there was an increase in students participating in math competitions. This year, more than 150 students participated in the Caribou Math Competition, and 90 students participated in the Gauss/Pascal competitions. There are numerous problem solving questions in these competitions, and students reported feeling more comfortable working through the questions this year.

Grade 9 teachers administered a common assessment at the end of each term this year. The problem solving section was reviewed in our Grade 9 PLC. Teachers noted that students were better able to identify the problem and important information. They were able to structure and label/communicate their work. Throughout the year, our team has continually noted that the vast majority of students are showing their work on every single question given. This has been a great success for our team, and for our students. Our team did note that students struggled due to struggles with number sense and other mathematical concepts.

As mentioned above, the Math Team noticed that quite a few students were struggling with basic numeracy skills, and that these issues were affecting their ability to be able to solve problem. Teachers administered a **Basic Skills Common Assessment** to all ADJH students in March. Students were either classified as *Meeting* or *Not meeting*, based upon criteria previously established by the Math team. The following table contains ADJH results:

| | Grade 7 students | | Grade 8 students | | Grade 9 students | |
|----------------------------------|------------------|-------------|------------------|-------------|------------------|-------------|
| | Meeting | Not meeting | Meeting | Not meeting | Meeting | Not meeting |
| Adding Whole Numbers | 96% | 4% | 99.5% | 0.5% | 99.5% | 0.5% |
| Subtracting Whole Numbers | 81% | 19% | 75% | 25% | 95% | 5% |
| Multiplying Whole Numbers | 73% | 27% | 64% | 36% | 93% | 7% |
| Dividing Whole Numbers | 79% | 21% | 85% | 15% | 95% | 5% |
| Adding Integers | N/A | N/A | 76% | 24% | 92% | 8% |
| Subtracting Integers | N/A | N/A | 56% | 44% | 78% | 22% |
| Multiplying Integers | N/A | N/A | 65% | 35% | 93% | 7% |
| Dividing Integers | N/A | N/A | 65% | 35% | 89% | 11% |

In the **Whole Number** sections, Grades 7 & 8 students had the most difficulty with multiplication. Grade 9 students did not have significant difficulty with Whole Number calculations.

Grade 7 students did not write the **Integer** section of the test, as they had not covered the material yet in their Math class. Grade 8 students had difficulty with all 4 calculations in the Integer section. Grade 9 students struggled with subtracting integers.

As mentioned previously, a package including worksheets, websites and apps was created and sent home to support skill development, and similar supports were also used to assist students in school. We will continue to integrate basic numeracy skills in our lessons (i.e.: mental math, check-ins, directed support). We believe that proficiency with basic numeracy skills will greatly enhance our students' abilities to problem solve in all areas. We are planning to track trends in our results next year, and determine if (a) students are improving their basic skill calculations, and (b) if that improvement supports the development of problem solving abilities for our students.

Survey data:

Student survey question "for me, time seems to fly by when I'm learning"... math was the top subject overall for combined 4& 5. This would indicate a high level of student engagement.

89% of students reported "Instead of memorizing, my Math teacher wants me to understand what is taught."

80% of students said "My Math teacher helps me understand how to do my work in different ways".

Mathematics Plan for 2015/16

Mathematics Goal 2: To improve student achievement in problem solving and communication

| Professional Learning to Support Mathematics Goal and Strategies: | | | | |
|---|---|--|---|--|
| Mathematics Strategies ↓ | Professional Learning to Support Mathematics Goal and Strategies: | | | |
| | <i>What will we learn?</i> | <i>Who will learn this?</i> | <i>When will we learn this?</i> | <i>How will we go about the learning?</i> |
| 1. All teachers will continue to develop a common understanding of problem solving and communication and what it looks like in their subject areas. | 1a) what problem solving looks like in subject area classrooms | <ul style="list-style-type: none"> * Staff * Administration * Student Services staff (Resource & Learning Center teachers EPAs etc.) | <ul style="list-style-type: none"> * Staff meetings * PD days * PLC meetings | <ul style="list-style-type: none"> * Presentations * Small group discussions * Co-teaching * Conferencing * Modeling * classroom/ instructional time |
| | 1b) how the problem solving checklist can be used in subject area classrooms | <ul style="list-style-type: none"> * Staff * Administration * Student Services staff (Resource & Learning Center teachers, EPAs etc.) | <ul style="list-style-type: none"> * Staff meetings * PD * PLC meetings days | <ul style="list-style-type: none"> * Presentations * Small group discussions * Co-teaching * Conferencing * Modeling * classroom/ instructional time |
| 2. All teachers will encourage the skills required for effective problem solving and apply them cross-curricular. These skills include: risk-taking, perseverance, resilience, and self-advocacy. | 2a) how to develop and support skills necessary for problem solving | <ul style="list-style-type: none"> * Staff * Administration * Student Services staff (Resource & Learning Center teachers EPAs etc.) | <ul style="list-style-type: none"> * Staff meetings * PD days * PLC meetings | <ul style="list-style-type: none"> * Presentations * Small group discussions * Co-teaching * Conferencing * classroom/ instructional time |
| | 2b) encourage and support qualities supportive of problem solving & provide opportunities for students to develop and hone these skills | <ul style="list-style-type: none"> * Staff * Administration * Student Services staff (Resource & Learning Center teachers EPAs etc.) | <ul style="list-style-type: none"> * Staff meetings * PD days * PLC meetings | <ul style="list-style-type: none"> * Presentations * Small group discussions * Co-teaching * Conferencing * classroom/ instructional time |

| 3. Math teachers will explicitly teach and reinforce problem solving strategies (as listed in problem solving model) | 3a) common understanding of all 6 strategies | * Math teachers * Student Services staff (Resource & Learning Center teachers, EPAs etc.) | * PLC meetings * PD days | * PLC Team discussions * Co-teaching * Conferencing * Modeling * classroom/ instructional time |
|--|---|--|---|---|
| | 3b) instructional techniques to support development of problem solving skills | * Math teachers * Student Services staff (Resource & Learning Center teachers, EPAs etc.) | * PLC meetings * PD days | * PLC Team discussions * Co-teaching * Conferencing * Modeling * classroom/ instructional time |
| | 3c) Math team will assess student development of problem-solving skills | * Math teachers * Student Services staff (Resource & Learning Center teachers, EPAs etc.) | * beginning of year, mid-point of year, end of year | * develop common assessments during PLC time * discussion of results during PLC time * classroom/ instructional time |
| | 3d) Math team will identify students not meeting expectations, create supports/additional learning opportunities for these students | * Math teachers * Student Services staff (Resource & Learning Center teachers, EPAs etc.) | *ongoing | * PLC Team discussions * Conferencing with Student Services staff (Resource & Learning Center teachers) * classroom/ instructional time |
| 4. Math teachers will explicitly teach and reinforce basic numeracy skills which are essential to support students in their problem solving efforts strategies | 4a) instructional techniques to support development of basic numeracy skills | * Math teachers * Student Services staff (Resource & Learning Center teachers, EPAs etc.) | * PLC meetings * PD days | * Small group discussions * Co-teaching * Conferencing * Modeling * classroom/ instructional time |
| | 4b) Math team will assess student development of basic numeracy skills | * Math teachers * Student Services staff (Resource & Learning Center teachers, EPAs etc.) | * beginning of year, mid-point of year, end of year | * develop common assessments during PLC time * discussion of results during PLC time * classroom/ instructional time |
| | 4c) Math team will identify students not meeting | * Math teachers * Student Services staff | *ongoing | * PLC Team discussions * Conferencing with Student |

| | | | | |
|--|--|--|--|---|
| | expectations, create supports/additional learning opportunities for these students | (Resource & Learning Center teachers, EPAs etc.) | | Services staff (Resource & Learning Center teachers) * classroom/ instructional time |
|--|--|--|--|---|



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? |
|-----------------------------------|--------------------------|---|---|
| Basic Skills Common Assessment | All ADJH Math teachers | Beginning of year Midway through year End of year | ~ indicate if additional supports put in place during 2014-2015 & 2015-2016 were helpful ~ identify struggling students ~ identify common areas of misunderstanding/confusion ~ inform instructional practices (i.e.: if additional time needs to be spent with reinforcement/enrichment of concepts/strategies) |
| Problem Solving Common Assessment | All ADJH Math teachers | Beginning of year Midway through year End of year | ~ indicate if additional supports put in place during 2014-2015 & 2015-2016 were helpful ~ identify struggling students ~ identify common areas of misunderstanding/confusion ~ inform instructional practices (i.e.: if additional time needs to be spent with reinforcement/enrichment of concepts/strategies) |

| | | | |
|---|-------------------------------|------------------------------------|--|
| <p>Math Puzzler Participation</p> | <p>All ADJH Math teachers</p> | <p>Ongoing throughout the year</p> | <p>~ indicate if additional supports put in place during 2014-2015 & 2015-2016 were helpful in helping students develop and hone behaviors/skills supportive to problem solving (i.e.: risk-taking, perseverance, resilience, self-advocacy).</p> <p>~ identify common areas of misunderstanding/confusion</p> <p>~ inform instructional practices (i.e.: if additional time needs to be spent with reinforcement/enrichment of concepts/strategies)</p> |
| <p>Anecdotal Data/PLC Notes</p> <p>~ classroom-based assessments</p> <p>~ teacher observation & notes</p> | <p>All ADJH Math teachers</p> | <p>Ongoing throughout the year</p> | <p>~ indicate if additional supports put in place during 2014-2015 & 2015-2016 were helpful</p> <p>~ identify struggling students</p> <p>~ identify common areas of misunderstanding/confusion</p> <p>~ inform instructional practices (i.e.: if additional time needs to be spent with reinforcement/enrichment of concepts/strategies)</p> |

Assessment

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

| Strategies |
|--|
| <ol style="list-style-type: none">1. Continue work with our 1-4 system – involving students2. Continue level 4 questions in planning & best practices in assessment. (COP) |
| Impact on Teaching |
| <p>Our staff has done extensive work over the past four years establishing our 1-4 Evaluation Rubric. We have taken this rubric and re-written it in student friendly language. Teachers have developed innovative ways to communicate the meaning of the rubric to the students and the rubric now guides the assessment focus in our classrooms. Students have a clear understanding on what a 4 looks like and teachers, through PLC's and collaboration are establishing level 4 questions/opportunities for all assessment tools in their classroom.</p> <p>Teachers are beginning to develop strategies in the area of Assessment as Learning. They are exploring ways for students to set goals for themselves based on understanding their own strengths and challenges. We are beginning to have students reflect on their own learning styles.</p> <p>Our staff has extensive understanding of the importance of looking for multiple ways of obtaining evidence of learning through triangulation of data (conversations, observations and products). The Staff, however, is looking for practical applications including tools and strategies for collecting evidence of student learning through conversations and observations. Staff is delving into effective and efficient strategies to use conversations and observations in large classes especially when it comes to accountability and communicating how our students are doing through PowerSchool and providing students with descriptive and timely feedback.</p> |

| Strategy |
|---|
| 3. Work in PLC's subject areas to develop curriculum mapping; developing a *"Guaranteed and Viable Curriculum" |
| Impact on Teaching |

During our September, November, February, April PD day along with ongoing meeting time, teachers worked in subject PLC are to develop Mega Plans for their subject areas. These mega plans focused on establishing clear learning targets or our Big Ideas (ex. Social Studies Big Ideas– Critical Thinking, Researching, and Reading Social Studies Material). Once these clear learning targets are established, teachers will be able to take them into the classroom and, by allowing student input, they will develop clear criteria for what quality looks like. These criteria will guide teachers and students in communicating learning. Teachers are now able to conference with students and identify where the students are in their learning. More importantly, students are beginning to identify for themselves where they are in their learning and they are beginning to set goals for their learning based on where they are and what they need to do to improve.

Working in PLCs to develop curriculum maps and guaranteed and viable curriculum was valuable for subject teams that had time to work on this strategy. With new curriculum being introduced in mathematics and secondary subjects, subject teams will continue to work on developing big ideas and curriculum maps for their subjects. Staff is also noticing that students appear to be having difficulties generalizing skills taught to other subject areas. For instance, problem solving skills (perseverance, risk taking) and the problem solving model (what is the problem asking, what can I do to solve the problem, what information is necessary to solve the problem).

Curriculum mapping and the development of guaranteed and viable curriculum assisted in effective interventions for students as it allowed for intensive support and coordinated use of resources within small peer groups.

Strategy

4. Planning / Implementation of RTI & "homework club".

Impact on Teaching

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.

Through much of 2013-14, our RTI Lead Team spent most of our focus on the philosophy and theory behind RTI. This year we were able to apply what we have learned and establish a tiered level of support for our students. One of the keys for RTI is creating a Guaranteed and Viable Curriculum. This has been a focus for a while; however, it became a greater focus at the February PD Day. Once the Big Ideas/essential learnings were established in our Professional Learning Communities (PLCs), we were then able to look at how we were going to ensure every student had an opportunity to be successful in all subjects.

Through three staff meetings and on the April PD Day, we as a staff, established what supports we offer every student in our classrooms to ensure they meet the established learning outcomes. These supports were identified as universal supports because they are in place for all students. The supports focused around; instructional strategies, classroom environment, differentiation, assessment of learning, assessment for learning, and assessment as learning. This makes up the bottom of our RTI Pyramid. The process of identifying the supports we put in place has been a reflective process for our staff and it has allowed us to think about how we deliver our programs and how we ensure every student can learn.

When our pyramid is complete it will serve as a reference for our staff. They will be able to look at the finished product in order to develop strategies for student support in their classrooms. When staff has exhausted the strategies provided on our universal support level of our pyramid, they will then began looking at more intensive and targeted supports that we will continue to identify and establish throughout this year and next.

One such targeted support has been our Outstanding Work Lunch Program (OWL). Through the OWL program we have been able to identify students who, despite interventions, are still falling short when it comes to completing work. The OWL program is a support that is in place to ensure these students complete their work, but it is also a program that provides us with lots of data in order to identify students who may be struggling. We have brought a number of students to SPT because we have noticed a trend in the number of referrals these students receive for the OWL. Through this we have been able to put in place interventions for these students in targeted areas such as executive functioning, organization and emotional management.

RTI has also helped to focus discussion during grade level meetings which were held in November, February and May of 2014-2015. These grade level meetings help to ensure students who are struggling or are at risk are being supported so that they can meet with success in all subject areas. Through shared responsibility, teachers and the student support team discussed what universal strategies are in place in the classroom.

As a result of these grade level meetings, the student support team is working with staff to look at more intensive supports for a select group of students who are still at -risk even with universal strategies available. Data collected and reported on students identified in grade level meetings is being used to develop interventions to move these students forward. Student Services is reflecting on programming and service delivery given the focus of universal supports being offered in the classroom to target a smaller number of students needing more intensive services in areas such as executive functioning, organization, self-advocacy, and emotional management.

As well, RTI has shown to have an impact on the School Program Planning team (SPT) referral process in terms of student identification and ensuring effective service delivery. Teachers and the student support team are reflecting on programming supports available to students in keeping with student strengths and

challenges (learning profile) to ensure the students are successful. As documented in Tienet, we have seen an increase in Teacher Exploration Adaptations as teachers are looking to support students in the classroom through differentiation in instruction and assessment prior to submitting a referral to the school program planning team. Referrals brought to team and follow-up discussions have detailed information in keeping with student strengths, challenges and universal strategies tried to date which allows for dialogue on targeted interventions and next steps. Less time is being afforded to determine universal strategies as they have already been identified and evaluated in terms of effectiveness. Teachers are looking at strategies to streamline the process for OWL. Strategies to promote student self-advocacy such as seeking available supports will continue to be explored.

RTI has also provided our staff with the opportunity to establish our Core Values and Non-Negotiables; which is what we believe and we will do to ensure we are meeting the needs of all our students.

ADJH: Core Values and Non-Negotiables

Core Vales:

1. All students can learn.
2. All voices matter.
3. Building a positive network of relationships is a key to learning.

Non-negotiables:

1. We all share a responsibility for a child's learning.
2. All staff will be part of the collaborative process.
3. All staff will work together to foster a safe and respectful learning environment.

Our Core Values and Non-Negotiables along with identified Tier 1 interventions or universal strategies in place (attached in the data section), we are well on our way. We have not completed a full plan but we are certainly going in the right direction. This type of work takes a lot of time; ultimately this approach is a change in thinking, which will result in change of practice. Thus, we need to keep having discussions, building knowledge/understanding, problem solving and continuously revising until believes/practices meet the needs of all of students.

Strategy

5. Communication to school community of ADJH assessment for student learning

Impact on Teaching

The School Communication plan continues to outline effective assessment practices and the importance of student engagement as subscribed to by the staff at Astral Drive Junior High. The School Communication Plan is highlighted on the homepage of the ADJH website. As per the recommendation of the School Advisory Committee, the 1-4 system was presented to the school community by the Principal during the opening session of Curriculum Night in September 2014. Information related to the 1-4 system was reinforced in presentations by grade level subject teams. This information was also embedded in communication plans handed out to parents at curriculum night and can be found on teacher websites. Assessment strategies as they relate to the CSI plan are also discussed in newsletters available to the school community.

Assessment Data:

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

- | | |
|--|---|
| a. Classroom-based assessments | <i>l. Communication with parents/student feedback</i> |
| b. Survey data | <i>m. Rubrics</i> |
| c. Attendance Letter Data | <i>n. Photos-co-constructing criteria</i> |
| d. Data from PLC notes: Math/literacy/Science/HL/SS etc... | <i>o. Math problem-solving checklists (evidence)</i> |
| e. Staff responses for RTI Universal Supports | <i>p. Choice/variety of samples</i> |
| f. OWL Program Data | <i>q. Journals</i> |
| g. Mega Plans for each subject | <i>r. Self-Reflection/Evaluation/Exit cards/self-assessment/peer assessment/feedback revision</i> |
| h. SPT minutes | <i>s. Exemplars</i> |
| i. Grade level data | <i>t. Total Talent Portfolios (gifted and talented)</i> |
| j. Getting to Great Survey | |
| k. Qualifiers in classroom | |

HRSB Survey data:

97% of teachers usually/always find it easy to involve students in setting and using criteria for success in the courses they teach.

100% of teacher usually /always;

- believe that all students can learn successfully in their class.
- adjust their classroom practice to accommodate a range of student abilities and backgrounds.
- are confident that each student in their class is capable of successfully learning the curriculum outcomes.

Data: RTI Universal Supports Staff Responses: Instructional Strategies

Feb. 10, 2015 - Staff Meeting Responses

| Collaborative Learning | Use of Samples | Co-Constructing Criteria |
|--|---|---|
| <ul style="list-style-type: none"> • Co-constructing criteria • Group work • Think Pair Share • Turn and talk • Brainstorming • Peer feedback • Sharing • TAG • 2 stars, 1 wish • Class discussions • Group problem solving • Group writes • Jigsaw • Carousel | <ul style="list-style-type: none"> • All levels • Used to establish criteria • Authentic when possible • Accessible for reference • Provides guidance • Quality work • Instill pride in students • Teacher/student expectations • Student demonstrations • Guided practice • Do with students at every step. | <ul style="list-style-type: none"> • Using samples of previous work at each level • Describing criteria • Describing quality • Teacher eliciting characteristics • Discussions • Student responses are a priority • Whole class discussions and involvement • Student and teacher input • Creating ownership /choice |
| Reflection | Differentiation | |
| <ul style="list-style-type: none"> • Personal journal responses • Turn and talk • “Say something” • Sentence starters • Goal setting • Report card comments • Exit cards • Self-assessment • Taking ownership • What went well? What didn’t? | <ul style="list-style-type: none"> • Groupings • Leveled questions • Choice based on learning style • Technology integration • Equity vs. equality • Multiple intelligences • Scaffolding • Multiple Opportunities • Conversations, Observations, Product (COP) • Bloom’s taxonomy | |

Healthy Classroom Environment

April 21, 2015 – Staff Responses

| Clear and Consistent Expectations for Behaviour and Academics | Student Voice |
|--|--|
| <ul style="list-style-type: none"> • Posted Expectations • Code of Conduct • Established teacher and student roles • Gotchas • Setting Clear Targets • Student input (co-construction) • 1-4 Rubric posted • Building relationships with students • Ensure all students are treated fairly • Give student rubrics ahead of time • Exemplars • Check-ins • Rubrics for effort and academics • Greet students at the door | <ul style="list-style-type: none"> • Always reinforce respectful responses • Co-constructing criteria • Open-ended questioning • Students involved in assessment • Safe environment • Students able to respectfully voice concerns • COP • Offer choice to students • Student feedback • Encourage ownership • Collaborative learning • Self and Peer assessment • Explicit teaching of effective group work • Fostering an inclusive environment |
| Classroom Management | Rapport Building |
| <ul style="list-style-type: none"> • Consistency • Assigned seating • Consistent routines • Follow through with appropriate consequences • Be proactive • Student input • Code of Conduct • Clear expectations • Parent involvement • Teacher collaboration • Creating lesson plans that are meaningful to the students • Respectful communication • Purposeful groupings • Agendas on the whiteboard • 1-2-3 approach • Knowing your students • Physical presence is important | <ul style="list-style-type: none"> • Have conversations with students about non-curriculum items • Humour • Share personal experiences students can relate to • Learning students' interests • Building relationships • Extra-curricular involvement • Regular check-ins • Student input • Greeting students at the door • Ice-breaker activities • Offering extra-help and support • Interest inventories • Selecting appropriate learning materials • Being present • Helpful in and out of the classroom • Be at lockers • Use their interest to guide class discussions |

Assessment of Learning

April 21, 2015 – Staff Responses

| Vision | Feedback |
|--|--|
| <ul style="list-style-type: none"> • Clear expectations • Setting clear targets • Co-constructing criteria • Mega Plan • Task completion checklists • Rubrics • Curriculum mapping • Backward design • Long-term planning • Meeting in PLC's | <ul style="list-style-type: none"> • Self-reflection • Descriptive and timely feedback • Peer feedback • Conferencing • Rubrics • Positive feedback • Checklists • COP • 1-4 evaluation rubric • PowerSchool • Multiple opportunities |
| Product | |
| <ul style="list-style-type: none"> • Multiple ways to communicate learning • Multiple opportunities to communicate learning • Real world connections • Portfolios • Journals • Projects • Multimedia presentations • Adaptations • In class and out of class assignments • Test/Quizzes • Observation of tasks • Demonstrations • Games • Skits/role-play • Exit slips • Posters • Using "apps" • Group Work • Performances | |

Assessment for Learning

April 21, 2015 – Staff Responses

| Diagnostic Evaluations | COP Conversations, Observations, and Product |
|---|--|
| <ul style="list-style-type: none"> • Conferencing • Basic skills assessment • Conversations • Woodcock/Key Math assessment tools • Observations • Anticipation guides • KWL • Baseline assessment • Brainstorm • Questioning • Quiz • Exit Slip • Pre-assessments • Surveys • Conferencing amongst teachers • Student created questions • Textbook tour • Content quiz • Interactive games • Checklists • Think Pair Share | <ul style="list-style-type: none"> • Conferencing • Portfolio • Ongoing • Magic of Three • Structured lesson plans to contain all three parts • Listen during group work/labs • Full class discussion contributions • Time to share • Exit cards • Turn and talk • Think Pair Share • Jigsaw • TAG • Two stars One wish • Mini white boards • Kahoot • Apps • Co-constructing criteria • Descriptive feedback • Clear learning targets • Provide choice |
| Clear and Detailed Expectations | |
| <ul style="list-style-type: none"> • Co-constructing criteria • Descriptive feedback • Consistency with all teachers • Provide supports • Backward planning • Samples • Rubrics given in advance • “What counts as quality?” discussions • Demonstrations • Outlines • Checklists | <ul style="list-style-type: none"> • Students need to know the outcomes • 1-4 rubric posted and reviewed for effort and academics in student friendly language • Teacher websites • Consistent communication with homes • Scaffolding (Workshop model) • Gradual release of responsibility • Guided practice • Ongoing feedback • Graphic organizers |

Assessment as Learning

April 21, 2015 – Staff Responses

| Peer Feedback | Teacher Feedback |
|---|--|
| <ul style="list-style-type: none"> • TAG • Two stars One wish • Checklists • “Say Something” • Follow-up questions by peers • Peer evaluation • Peer conferences • Group project – peer evaluation • Turn and Talk • Think Pair Share • Round table • Author’s chair • Peer editing | <ul style="list-style-type: none"> • Rubrics • COP • Providing timely feedback • Providing multiple opportunities • Setting goals • Progress reports establishing next steps • Common mistakes grid • Oral feedback • Kahoot and Mimeo vote • Written feedback • “Little notes” • 1-4 Evaluation rubric • Feedback is descriptive and clear • Rubrics are clear • Motivating • Strengths and Challenges • Portfolios • Follow-up questions • Explicit teaching of strategies to get to the next level |
| Self-Assessment | Identifying Learning Targets Together |
| <ul style="list-style-type: none"> • Using exemplars • Self-assess using rubrics • Opportunities to improve before evaluation • Reflection • Post-it notes to communicate learning • Verbal explanations • Self-advocacy for strengths and challenges • Apply learning to other areas • Journals • Checklists • Conferences with teacher • Writing your own report card comments • Goal setting and monitoring progress • Two stars One wish • Creating action plans • Total talent portfolios • Assessment duo tangs • Interest inventories • Exit cards • Colour coding responses | <ul style="list-style-type: none"> • Co-constructing criteria • Ranking samples • Students identifying benchmarks • “What makes a good piece of work?” • “How can I improve?” • Allowing student voice • Allowing choice in communicating learning • Checklists • Rubrics • Goal setting and monitoring your own progress • Identifying your own strengths and challenges • Understanding your own learning style • Identifying the next steps in your learning • Establishing clear learning targets |

Differentiating Instruction and Assessment

April 21, 2015 – Staff Responses

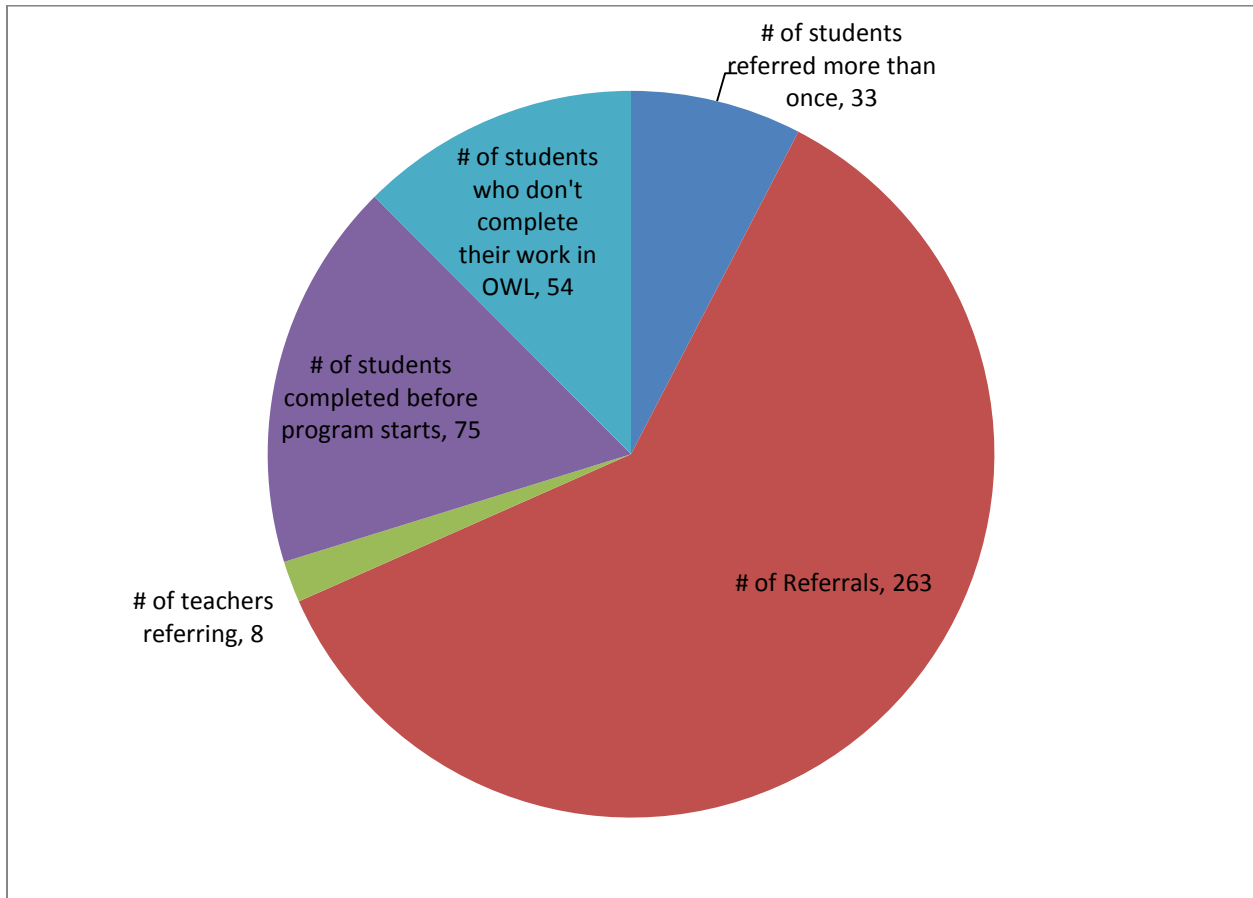
| Assessment based on Individual Student Strengths and Challenges | Variety of Assessment Options |
|--|--|
| <ul style="list-style-type: none"> ● Offering choice in content, process, and product ● Assessment tools are accessible for all students ● Portfolio of “best work” ● Conversations, Observations, Product ● Multi-level resources ● Learning style inventories ● Help students understand their own strengths and challenges ● Use of level 4 questions ● Variation of assessments ● “Bloom Ball” ● Student conferences ● Rubrics ● Cumulative record checks ● Self-assessment ● Students creating and solving their own problems ● Modifying program (different entry points) ● Assistive technology ● Flexible groupings ● Chunking ● Identifying readiness levels ● Scaffolding ● Pre-teaching | <ul style="list-style-type: none"> ● COP ● Exit cards ● Tests / quizzes ● Interviews ● Self-assessment ● Peer assessment ● Choice based on multiple intelligences ● Chunking ● Pacing ● Grouping ● Scribing ● Co-constructing criteria ● Oral presentations ● Multi-media ● Open-ended problem solving ● Models ● Projects ● Mimeo vote ● Kahoot ● Essays ● Tic Tac Toe board |
| Variety of Support Strategies | Classroom Organization |
| <ul style="list-style-type: none"> ● Flexible groupings ● Pre-reading tests and pre-teaching ● Graphic organizers ● Exemplars ● Think-pair-share ● Peer revision ● Assistive technology | <ul style="list-style-type: none"> ● Preferred seating ● Visual supports ● Flexible groupings ● Accessibility to leveled reading materials ● Accessibility to math manipulatives and calculators ● Agenda checks |

- **Chunking**
- **Scaffolding**
- **Guidance practice**
- **OWL program**
- **Extra help**
- **Peer support**
- **Conferencing**
- **Alternate setting**
- **Extra time**
- **Reference guides**
- **Alternative assessments**
- **Delayed response**
- **Productive seating plan**
- **Visual supports**
- **Adjust pacing**
- **Adjust level of complexity**
- **Co-operative learning**
- **Re-teaching**
- **Friday Fix-it**

- Binder checks
- In/out folders
- Reading writing folders
- Mental math folders
- Classroom organized and clean
- Routines
- Schedule of activities
- Seating plan
- Expectations for the classroom
- Roles/responsibilities
- Visual supports
- Strategies for returning work
- Anchoring activities
- Resources and supplies are easily accessible
- Pertinent information on the board
- Self-storage bins
- Learning strategies and problem-solving posters are on display
- Teacher websites and PowerSchool
- Extra supplies
- Outcomes posted

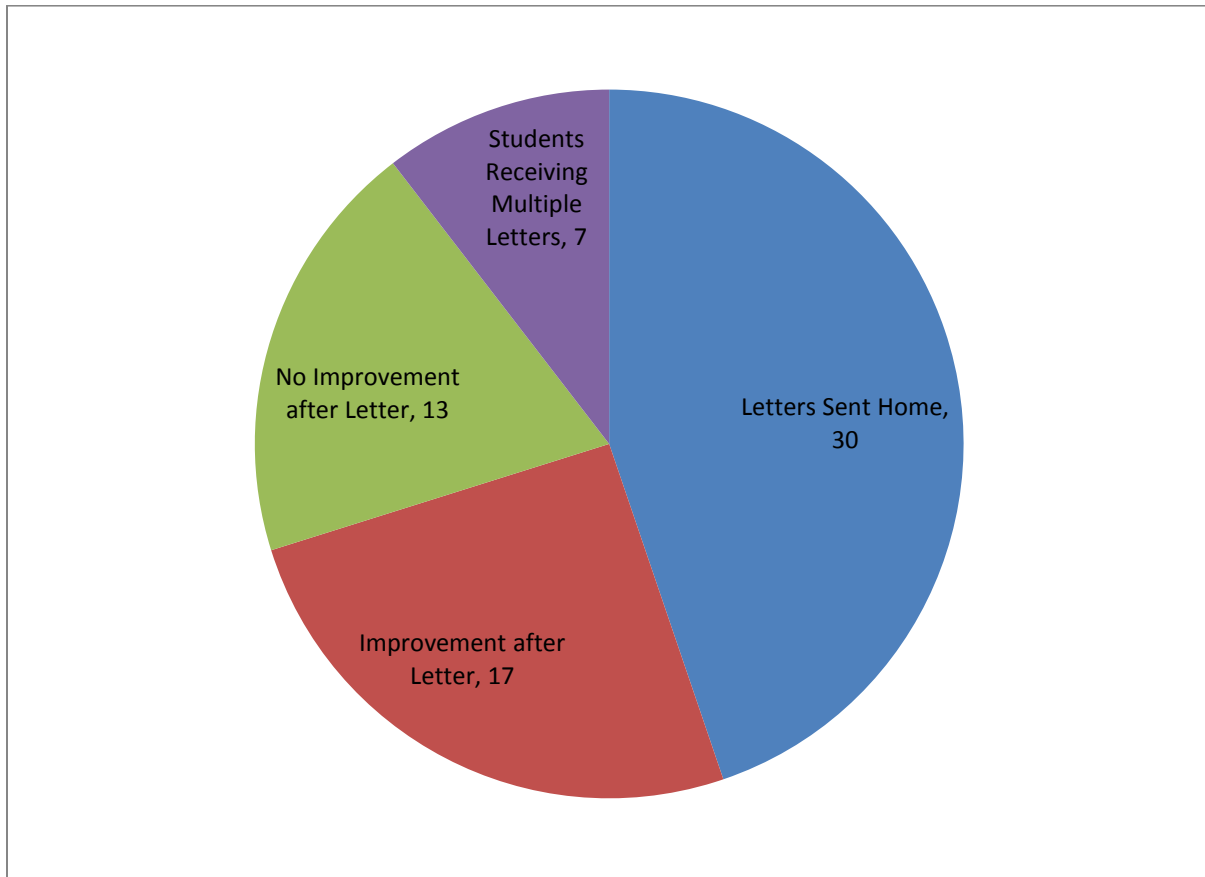
➤ **Conclusion:** This data shows the exhaustive list of supports provided in our classrooms to ensure a guaranteed and viable curriculum for all students. The headings for each category will go into our RTI pyramid and the six tables above will be provided as appendices for our pyramid. Before this year, we knew there were many good things going on our classroom, but this process has allowed to reflect and label the effective strategies and supports we are offering. This will make the process of providing interventions much more organized and consistent.

DATA: OWL Program Data



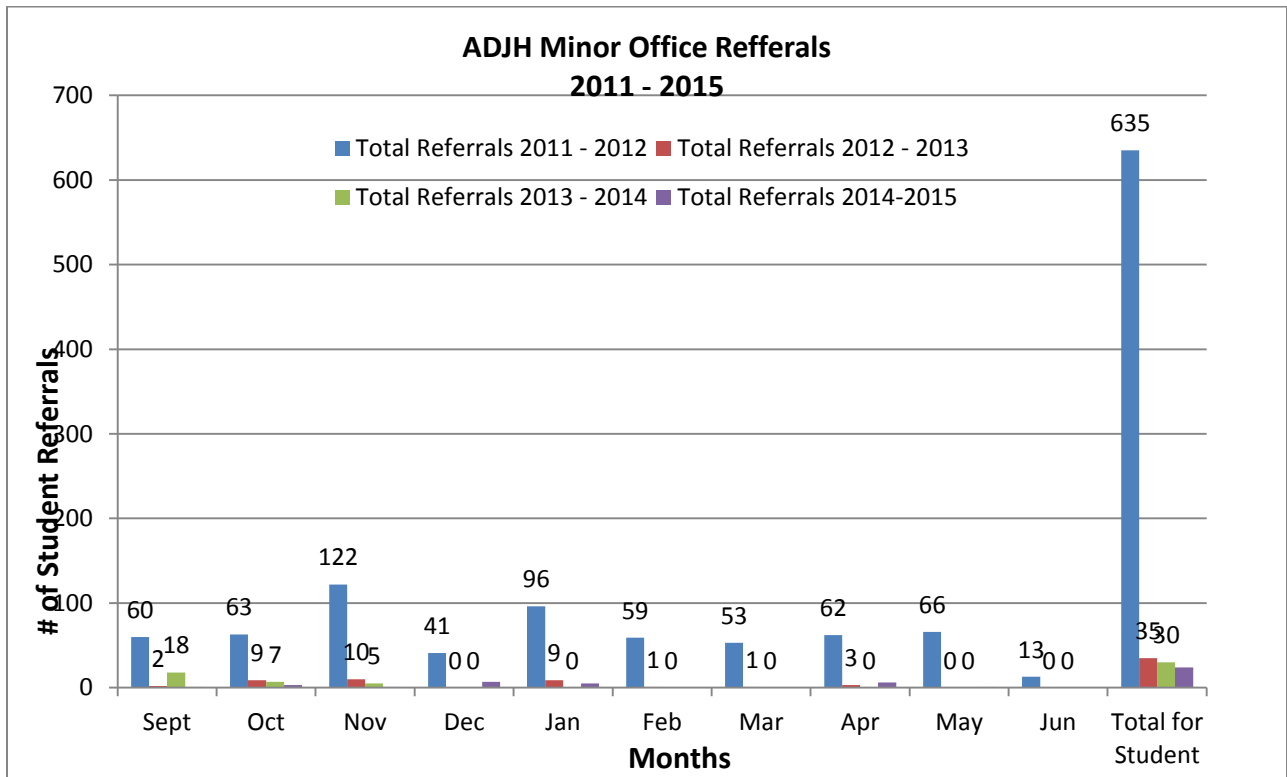
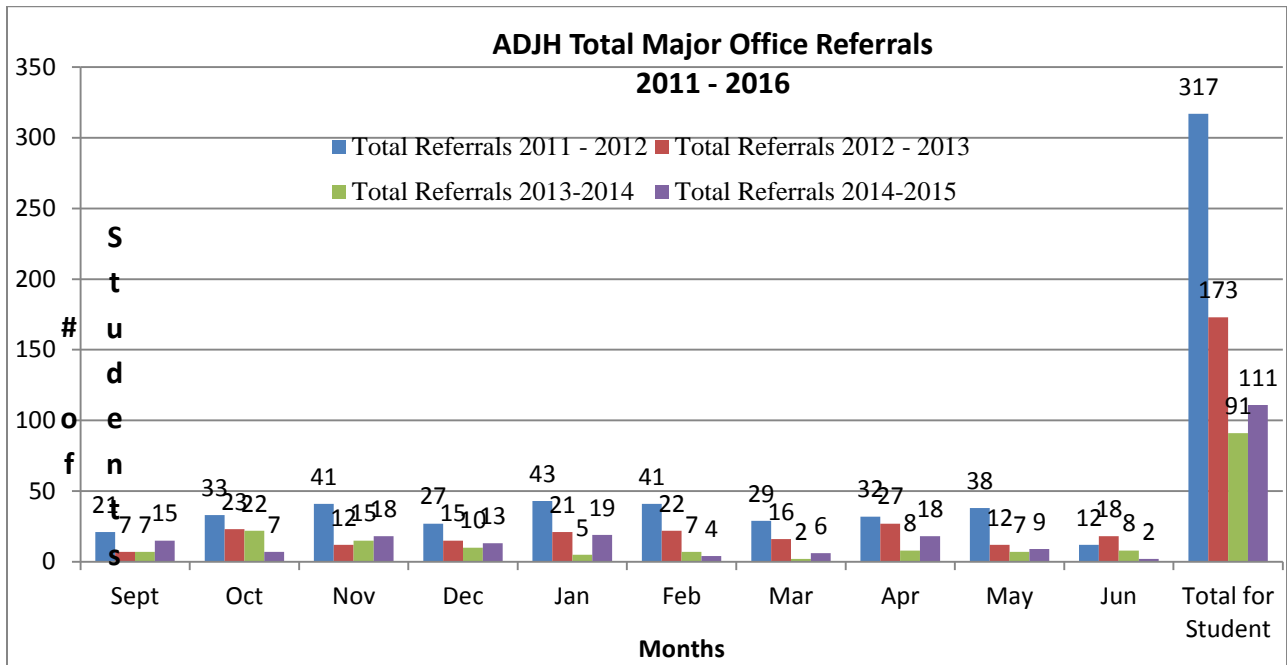
- **Conclusion:** The OWL program was effective because it allowed us to identify 33 students who were being referred for have outstanding assignments on multiple occasions. We are able to focus on those students and seek out possible reasons for them being referred. Often the concern was their level of understanding and this information was helpful when making programming decisions for these students. When looking at the total number of referrals we were able to see 29% of these students were able to finish their work before the first day they were due to attend OWL. This tells us the program was a motivating factor for these students as they recognized the importance of completing their work to avoid giving up their lunchtime. The data also shows us 21% of students were still completing their work even though they were in OWL. This has been useful information for the SPT to look at other interventions for these students. This data is valuable; however, the more important data is the individual data which provides information regarding how often each student is referred and how often each teacher is taking advantage of this level of support.

DATA: Attendance Letter Data




- **Conclusion:** One of the areas we felt needed a targeted focus was attendance. We tracked monthly attendance and students missed 10% or more time, we sent a letter home highlighting the attendance for the month and the trends over the last three years as well. These letters were supportive in nature with a common theme being the importance of being in school and also getting caught when returning from absences. This was a Tier 2 level of intervention and it was met with moderate success. In total 30 letters were sent home and on 17 occasions, there was a noted improvement in attendance for the students receiving the letters. There were, however, 13 occasions where there were no significant changes as result of the letter. This provided valuable information for us, as we were able to put other things in place for the students who showed no improvements.

Office Referral Data



Assessment Plan for 2015/16

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

| Assessment Goal 3: To positively impact student learning through use of effective assessment practices. | | | | |
|--|--|-----------------------------|---------------------------------|--|
| Assessment Strategies  | Professional Learning to Support Assessment Goal and Strategies: | | | |
| | What will we learn? | Who will learn this? | When will we learn this? | How will we go about the learning? |
| 1. Continue level 4 questions in planning & best practices in assessment with an emphasis on conversation and observation. (COP) To develop or find more strategies to involve students in the learning process. Student involvement in the learning piece. | 1a) Staff will develop and share assessment tools for conversation and observation. | All Staff | Ongoing | Through collaboration and research. |
| | 1b) Teachers will be intentional in terms of what they are observing and collecting as evidence. | All Staff | On going | Through collaboration and research. |
| | 1c) Define what student involvement in their learning looks like. 1 d) Look at ways to include student voice in learning. | All Staff All Staff | On going On going | Through collaboration and research. Through collaboration and research. |
| 2. Work in PLC's subject areas that have a new curriculum or didn't have the chance to work in PLC's in 2014-2015 to develop | 2a) Staff will continue to develop guaranteed and viable curriculum in all subject areas. | All Staff | On going | Through collaboration and research. |
| | 2b) Staff will use viable curriculum to create | All Staff | On going | Through collaboration and |

| | | | | |
|--|--|---|--|---|
| a "Guaranteed and Viable Curriculum". | level 4 questions and develop tools for collecting evidence of learning (COP). | | | research. |
| | | | | |
| 3. Planning / Implementation of RTI & "homework club". | 3a) Staff will continue to explore effective strategies for streamlining the OWL referral process and to promote student self-advocacy. | Student Support Team School Staff | During SPT meetings and staff meetings | Through collaboration and research. |
| | 3b) Staff will look at math and literacy common assessments to determine areas for intervention. | Student Support Team | PLC meetings SPT meetings Grade level meetings | Math and Literacy Team will look at data to determine areas of intervention needed to support the students (Student Support team). |
| | 3c) Staff will look at allocation of resources, service delivery and roles in intervention based on common assessments in literacy and math. | Student Support Team Math and Literacy Teams | PLC meetings SPT meetings Grade level meetings | School Planning team to look at allocation of resources and service delivery. Interventions will be based on the strengths and challenges of our students. |
| | 3d) Staff will develop interventions in keeping with non-negotiables and core values developed as a staff. | All Staff | PLC meetings SPT meetings Grade level meetings | Through collaboration, shared responsibility and research. |

| 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? |
| Office Referrals | Administration/ School Planning Team | Ongoing | Look for trends and to determine interventions and resource allocation. |
| SPT referrals | School Planning Team | Ongoing | Look for trends and to determine interventions and resource allocation. |
| School Minutes | School Planning Team | Ongoing | Look for trends and to determine interventions and resource allocation. |
| Math and Literacy PLCs | Math and Literacy Team | Ongoing | Look for trends and to determine interventions and resource allocation. |
| Math and Literacy Common assessments | Math and Literacy Team | Ongoing | Look for trends and to determine interventions and resource allocation. |
| Feedback from subject PLCS | PLC Teams | Ongoing | Look for trends and to determine interventions and resource allocation. |
| OWL Referrals | Administration/ School Planning Team | Ongoing | Look for trends and to determine interventions and resource allocation. |

Principal's Name: Darlene Fitzgerald

Shared with SAC Chair?



yes June 10, 2015