



School District No. 51 (Boundary)
 Christina Lake Elementary School
 2009 – 2010
 Academic Achievement



<p>GOAL #1: <u>Literacy</u> To improve student achievement in writing.</p>	<p>2009 – 2010 Objectives: The main objectives are to improve student skills in the areas of: Writing</p> <ul style="list-style-type: none"> a) using descriptive language b) developing an effective introduction and conclusion c) conventions (sentence construction, paragraphs, spelling and grammar)
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Rationale
 This has been our area of focus for several years. Our data indicates that most of our students improve each year and that our students have performed well on the FSA tests. It was decided at our planning session that we would continue on with literacy as a focus, with a particular focus on writing and moving more of our intermediate students into fully meeting or exceeding expectations on our school based assessments and FSAs.

<p>Evidence/Results <i>Data results shared with SPC, PAC, Parents and Staff in 2008/2009:</i> <u>School Wide Reading and Writing Assessments</u> No students in the 1 category at year end (read and write) 94% of students are meeting, fully meeting or exceeding expectations (Reading) 89% for Writing 66% of students fully meeting or exceeding expectations (Reading) 74% for Writing 17% of students are exceeding expectations (Reading) 19% for Writing 75% of students improved at least one measurable level from the fall to the spring assessment in both reading and writing. <u>Classroom Grades</u> 96% of intermediate students had a C+ or better in Language Arts on their final report. 98% of primary students were meeting or exceeding expectations in Language Arts on the final report <u>Satisfaction Surveys</u> This years response rate was low and as a result the data is not overly useful. We will make a better effort to have more parents do the online survey this year. <u>Foundation Skills Assessments (FSA)</u> Five year trend continues to show that CLES students are above the district and provincial average for Reading, Writing and Numeracy in 2007/2008. The 2009 results are once again above the provincial and district average.</p>	<p>Targets for 2009/2010 Reading and Writing Assessments All students will be at least minimally meeting (2) on the spring assessments. 75% of students will demonstrate at least one level of growth from the fall to the spring assessment (unless they were a 4 in the fall) 95% of students in the school will be at meeting (2.5) or better on the spring assessments. 10% of students will be exceeding (4) on the spring reading assessment. 20% of students will be exceeding (4) on the spring writing assessment Classroom Assessment 100 % of primary students will be meeting or exceeding expectation for reading on the June report card. 95% of intermediate students will achieve a C+ or better in Language Arts on the June report card Satisfaction Surveys 90% of parents surveyed will be feel that their children are getting better at reading and writing 90% of students surveyed will be feel that they are getting better at reading and writing</p>
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Strategies

Activities or behaviours that will support attainment of this goal:

Buddy Reading Program: This existing program will be expanded to include goal setting for reading, creating themes for buddy reading and more self-evaluation of buddy reading times.

School Wide Reads and Writes: we will continue to have several school wide reads and a school wide write where the entire school will be in one place (such as gym, library, courtyard) and read as a whole group. The write will be based on the model used in 2007-2008 where the entire school wrote on one topic based on a book. The writing was shared at an open house for parents.

Teaching Strategies: Teachers will continue to use a variety of teaching strategies such as SMART Learning to develop comprehension skills and higher order thinking skills.

School Wide Assessments: Students will participate in school wide reading assessments in October. The results of these assessments will inform planning and instruction. Students will also participate in a summative reading assessment in June

Structures

Organizational changes or resource allocations that will support attainment of this goal:

Professional Learning Community: Staff will develop a plan for writing instruction that will be ongoing. It is hoped that we will attend a workshop as a staff and implement strategies across the grades to improve overall writing skills. We will use staff meeting time continue discussions of strengths, successes, weaknesses and areas to improve.

Collaborative Time: With no initiative funds to draw on, it will be more difficult to provide staff with time to collaborate. We will make an attempt to provide at least one half day per teacher so that they can work together in their planning and teaching.

<p>GOAL #2: To improve student achievement in the area of social responsibility</p>	<p>2009 – 2010 Objectives: The main objectives are to improve student performance in the areas of:</p> <ul style="list-style-type: none"> - Contributing to the Classroom and School Community - Solving Problems in Peaceful Ways - Valuing Diversity and Defending Human Rights - Exercising Democratic Rights and Responsibilities.
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Rationale
We feel that there has been a continued improvement in this area. Anecdotal evidence suggests we are seeing a decrease in litter, better use of recycling/composting, and a continued sense of responsibility between the students. We surveyed our students with a school based survey and we also used the Performance Standard rubric to assess the level of social responsibility for each student. We will continue to strive for perfection in terms of bullying and hurtful behaviour. We want 100% of our students to say that they are never bullied, taunted or picked on at school. We also want 100% of our parents to say that they are confident that their child is not bullied, taunted or picked on at CLES.

<p>Evidence/Results (cont'd) <i>Data results shared with SPC, PAC, Parents and Staff in 2008/2009:</i></p> <p><u>Social Responsibility Assessment</u> Students Meeting to Exceeding Expectations – 84 89% Students Fully Meeting or Exceeding Expectations – 61 65% Students Not Yet or Minimally Meeting – 10 11%</p> <p><u>Parent Satisfaction Surveys</u> This years response rate was low and as a result the data is not overly useful. We will make a better effort to have more parents do the online survey this year.</p> <p><u>Student Surveys</u> 84% of students said they were never or seldom bullied at school. 92% of students said they always or sometimes are learning how to care for the environment. 96% of students say they always or sometimes try their best at school.</p> <p><u>School Discipline Data</u> Total number of white slips – 37 (decrease of 4 or 10%)</p> <p><u>Teacher Observation</u> Staff continue to see some litter on the school grounds but the amount remains small. Staff also see a rise in the correct use of composting and recycling.</p>	<p>Targets for 2009/2010</p> <p><u>Social Responsibility Assessment</u> Less than 10% of students will be not meeting on student responsibility assessment 70% of students will be fully meeting or exceeding expectations on student responsibility assessment</p> <p><u>Student and Parent Satisfaction Surveys</u> 100% of parents will feel that their child(ren) are safe at school 100% of parents will feel that their child(ren) is not bullied, teased or picked on at school 100% of students will feel that they are are safe at school 100% of students will feel that they are not bullied, teased or picked on at school</p> <p><u>School Discipline Data</u> Will have fewer than 35 White Slips</p> <p><u>Teacher Observation</u> Through conversations at staff meetings, we will continue to discuss and monitor the amount of litter on the school grounds and the effectiveness of our recycling and composting programs</p>
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Strategies
Activities or behaviours that will support attainment of this goal:

Buddies: Maintain our buddies program and expand it to include some action school activities where older students will be responsible for teaching the younger children games.

Teaching strategies: Students will be exposed to programs such as Roots of Empathy and Second Step (kindergarten), Focus on Bullying (grades 1-3) Respectful Relationships concepts and ideas (grade 7) and the Friends Program (Gr. 4 and 5)

Litterless Lunches: Staff and administration will ensure that our school’s “greener approach” is well advertised and we will encourage parents to pack lunches and snacks that produce little or no waste.

Monitoring of School Grounds: Staff will continue to monitor the amount of litter on the school grounds

and make adjustments to expectations based on our observations.

Structures

Organizational changes or resource allocations that will support attainment of this goal:

Recycling and Composting: The school will maintain the high level of recycling and composting already taking place. Students will be taught the benefit and importance of decreasing the amount of garbage dumped at landfill sites.

Community Clean Up: Class time will be given so that students can participate in a “community clean up” day. (Earth Day)

Student Evaluation: Release time will be given so that the classroom teacher and principal can evaluate each student on the 4 point scale in the areas of contributing to the class and school community, solving problems in a peaceful way, valuing diversity and exercising democratic rights and responsibilities.

(1 half TOC day per teacher)

Communication:

The school growth plan will be available on the school website and paper copies will be available at the office if requested.

Discussions around the school growth plan and the status of structures and strategies will happen at each staff meeting.

Monthly updates on growth plan activities will be published in our school newsletter.

Ongoing priorities:

Over the course of the 2009/2010 school year we will:

- continue to support our Aboriginal Education teacher when she is here (once a month) and to support the goals found within the district's Aboriginal Enhancement Agreement.
- continue to monitor the achievement of our Aboriginal students and the achievement of our boys and girls separately.
- continue to raise funds to support the Shitaho Learning Centre in the Kakamega District of Kenya.
- maintain our 'whole school' activities days which help build respect and responsibility, especially in the older students.
- continue to hold used book and used toys sales that teach about recycling and help raise funds for African children.
- continue to replant our flower beds and plant more trees on the school grounds.
- continue to recycle containers and paper and extend this so that we do a better job of reusing paper in our classes.
- maintain the commitment to composting and recycling a greater collection of items.

The undersigned as members of the School Planning Council authorize this 2008/2009 School Plan and submit it on behalf of the school community:

Principal (printed name)

Signature

Date

Teacher Rep (printed name)

Signature

Date

Parent Rep (printed name)

Signature

Date

Parent Rep (printed name)

Signature

Date

Parent Rep (printed name)

Signature

Date