



School District No. 51 (Boundary)
 J. A. Hutton Elementary
 2009 – 2010
 Academic Achievement



<p>Goal #1~Literacy across the curriculum K-7 Our goal is to support, strengthen and further refine the development of READING and WRITING by focusing on the strategies of ORAL LANGUAGE (speaking and listening) as students interact, express, present and listen to learn within the context of a respectful community of learners.</p>	<p>2009 – 2010 Objectives: We will interweave oral language with reading and writing. This will help students build more sophisticated understanding of text, explore relationships among ideas, and explore questions in their reading and writing. We will support a “literacy of thoughtfulness” in order to help students construct meaning, rather than just receive it. They will be encouraged to negotiate their ideas with others, rather than just thinking alone. Teachers at all grades, teaching all subject matter will see themselves as teachers of literacy, in order to enhance student achievement. Our goal is to have 85% of all Hutton students achieving BC Performance Standards (identified by the 5 point scale) at expectation levels of 2.5 or higher by May 2010, (unless student is newly registered or on an IEP).</p>
---	---

Rationale
 Children’s oral language development is considered to be a key foundation for successful literacy. The evidence is compelling that a foundation in spoken language competence is important for the successful achievement of academic and social competence. We want our students to realize their individual potential as communicators through speaking, listening, reading and writing. Talk is the bridge that helps students make connections between what they know and what they are learning. Students will use language to monitor and reflect on experiences and to reason, plan, predict, and make connections both orally and in print. Students will be more reflective and confident in their abilities to process and synthesize information and ideas as they make meaning for themselves.

<p>Evidence/Results</p> <p>FSA 2009 (Unofficial Results from February Assessment) Grade 4 Reading – 94% Meeting or Exceeding Expectations 30% Exceeding Expectations Writing - 97% Meeting or Exceeding Expectations 12% Exceeding Expectations</p> <p>Grade 7 Reading – 100% Meeting or Exceeding Expectations 29% Exceeding Expectations Writing - 94% Meeting or Exceeding Expectations 13% Exceeding Expectations</p> <p>Baseline on new FSA format and time of assessment FSA 2008 (Official Results from February Assessment) Grade 4 Reading – 75% Meeting or Exceeding Expectations 21% Exceeding Expectations Writing - 91% Meeting or Exceeding Expectations 2% Exceeding Expectations</p> <p>Grade 7 Reading – 85% Meeting or Exceeding Expectations 9% Exceeding Expectations Writing - 100% Meeting or Exceeding Expectations 11% Exceeding Expectations</p>	<p>Targets for 2009/2010 <i>Expected results:</i></p> <p>Maintain results at 85% or better on FSA reading and writing assessments at Grade 4 and 7.</p>
--	---

Percent of Grade 4 students meeting or exceeding expectations in Reading:

	2008	2009
Male	77%	93%
Female	77%	100%
Aborig.	20%	88%

Percent of Grade 4 students exceeding expectations in Reading:
2008 2009

Male 15% Female 23% Male 27% Female 28%

Percent of Grade 7 students meeting or exceeding expectations in Reading:

	2008	2009
Male	72%	100%
Female	100%	100%
Aborig.	80%	100%

Percent of Grade 7 students exceeding expectations in Reading:
2008 2009

Male 0% Female 19% Male 33% Female 24%

Percent of Grade 4 students meeting or exceeding expectations in Writing:

	2008	2009
Male	83%	93%
Female	100%	94%
Aborig.	60%	88%

Percent of Grade 4 students exceeding expectations in Writing:
2008 2009

Male 0% Female 15% Male 7% Female 17%

Percent of Grade 7 students meeting or exceeding expectations in Writing:

	2008	2009
Male	89%	87%
Female	94%	100%
Aborig.	80%	80%

Percent of Grade 7 students exceeding expectations in Writing:
2008 2009

Male 0% Female 0% Male 0% Female 27%

BC (SMART) Performance Standards 2005-2006

Reading Results

Percentage of students satisfactorily meeting to exceeding expectations:

Whole School

- May 2006 **77%** May 2007 **89%** May 2008 **89%**

Male

May 2006 **68%** May 2007 **85%** May 2008 **81%**

Female

May 2006 **86%** May 2007 **94%** May 2008 **96%**

Aboriginal

Per Total Aboriginal Students

May 2006 **57%** May 2007 **81%** May 2008 **77%**

Primary Grades

Male

- May 2006 **86%** May 2007 **93%** May 2008 **85%**

Maintain Results for gender achievement spread within 10% in reading and writing.

Maintain results of Aboriginal achievement above 80% in reading and writing.

Decrease Not Meeting and Minimally Meeting Expectations percentages by 5%. Increase Meeting and Exceeding Expectations by 5%.

Decrease Not Meeting and Minimally Meeting Expectations percentages by 5%. Increase Meeting and Exceeding Expectations by 5%.

Decrease Not Meeting and Minimally Meeting Expectations percentages by 5%. Increase Meeting and Exceeding Expectations by 5%.

Improve or maintain at 85% or better. Narrow gap between male and females to 5%.

Improve to 80% or better.

<ul style="list-style-type: none"> • Female • May 2006 88% May 2007 92% May 2008 96% <p>Intermediate Grades</p> <p>Male</p> <ul style="list-style-type: none"> • May 2006 57% May 2007 80% May 2008 77% <p>Female</p> <ul style="list-style-type: none"> • May 2006 84% May 2007 95% May 2008 96% <p>SMART Reading Assessment Results</p> <p>Whole School</p> <p>May 2006 84% May 2007 89% May 2008 90%</p> <p>Male 77% Male 81% Male 83%</p> <p>Female 92% Female 97% Female 97%</p> <p>Aboriginal</p> <p>Per Total Aboriginal Students</p> <p>May 2006 71% May 2007 84% May 2008 74%</p> <p>Primary Grades</p> <p>Male</p> <ul style="list-style-type: none"> • May 2007 93% May 2008 94% <p>Female</p> <ul style="list-style-type: none"> • May 2007 100% May 2008 96% <p>Intermediate Grades</p> <p>Male</p> <ul style="list-style-type: none"> • May 2007 71% May 2008 73% <p>Female</p> <ul style="list-style-type: none"> • May 2007 95% May 2008 98% <p>SMART Writing Assessment Results</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2006/07</th> <th colspan="2">2007/08</th> </tr> <tr> <th>Not Mtg. Oct/May</th> <th>Exceed Oct/May</th> <th>Not. Mtg. Oct/May</th> <th>Exceed Oct/May</th> </tr> </thead> <tbody> <tr> <td>Whole S.</td> <td>8/2%</td> <td>5/28%</td> <td>25%/ 3%</td> <td>6%/22%</td> </tr> <tr> <td>Male</td> <td>14/4%</td> <td>0/17%</td> <td>10%/ 4%</td> <td>1%/11%</td> </tr> <tr> <td>Female</td> <td>2/0%</td> <td>10/41%</td> <td>3%/1%</td> <td>10%/34%</td> </tr> <tr> <td>Ab.</td> <td>19/6%</td> <td>0/19%</td> <td>19%/7%</td> <td>0%/0%</td> </tr> <tr> <td>Primary</td> <td>13/2%</td> <td>3/53%</td> <td>13%/ 1%</td> <td>10% /40%</td> </tr> <tr> <td>Male</td> <td>23/4%</td> <td>0/38%</td> <td>12%/4%</td> <td>4%/21%</td> </tr> <tr> <td>Female</td> <td>2/0%</td> <td>7/70%</td> <td>5%/2%</td> <td>17%/59%</td> </tr> <tr> <td>Ab.</td> <td>28/7%</td> <td>0/33%</td> <td>20%/13%</td> <td>0%/0%</td> </tr> <tr> <td>Interm.</td> <td>5/2%</td> <td>6/12%</td> <td>8%/2%</td> <td>2%/7%</td> </tr> <tr> <td>Male</td> <td>7/5%</td> <td>0/3%</td> <td>14%/4%</td> <td>0%/2%</td> </tr> <tr> <td>Female</td> <td>2/0%</td> <td>13/22%</td> <td>2%/2%</td> <td>4%/11%</td> </tr> <tr> <td>Ab.</td> <td>12/6%</td> <td>0/6%</td> <td>18%/0%</td> <td>0%/0%</td> </tr> </tbody> </table>		2006/07		2007/08		Not Mtg. Oct/May	Exceed Oct/May	Not. Mtg. Oct/May	Exceed Oct/May	Whole S.	8/2%	5/28%	25%/ 3%	6%/22%	Male	14/4%	0/17%	10%/ 4%	1%/11%	Female	2/0%	10/41%	3%/1%	10%/34%	Ab.	19/6%	0/19%	19%/7%	0%/0%	Primary	13/2%	3/53%	13%/ 1%	10% /40%	Male	23/4%	0/38%	12%/4%	4%/21%	Female	2/0%	7/70%	5%/2%	17%/59%	Ab.	28/7%	0/33%	20%/13%	0%/0%	Interm.	5/2%	6/12%	8%/2%	2%/7%	Male	7/5%	0/3%	14%/4%	0%/2%	Female	2/0%	13/22%	2%/2%	4%/11%	Ab.	12/6%	0/6%	18%/0%	0%/0%	<p>Narrow gap between male and females to 8%.</p> <p>Improve or maintain at 85% or better. Narrow gap between male and females to 10%.</p> <p>Decrease Not Meeting and Minimally Meeting Expectations percentages by 5%. Increase Meeting and Exceeding Expectations by 5%.</p> <p>Decrease Not Meeting and Minimally Meeting Expectations percentages by 5%. Increase Meeting and Exceeding Expectations by 5%.</p> <p>Decrease Not Meeting and Minimally Meeting Expectations percentages by 5%. Increase Meeting and Exceeding Expectations by 5%.</p>
		2006/07		2007/08																																																																		
	Not Mtg. Oct/May	Exceed Oct/May	Not. Mtg. Oct/May	Exceed Oct/May																																																																		
Whole S.	8/2%	5/28%	25%/ 3%	6%/22%																																																																		
Male	14/4%	0/17%	10%/ 4%	1%/11%																																																																		
Female	2/0%	10/41%	3%/1%	10%/34%																																																																		
Ab.	19/6%	0/19%	19%/7%	0%/0%																																																																		
Primary	13/2%	3/53%	13%/ 1%	10% /40%																																																																		
Male	23/4%	0/38%	12%/4%	4%/21%																																																																		
Female	2/0%	7/70%	5%/2%	17%/59%																																																																		
Ab.	28/7%	0/33%	20%/13%	0%/0%																																																																		
Interm.	5/2%	6/12%	8%/2%	2%/7%																																																																		
Male	7/5%	0/3%	14%/4%	0%/2%																																																																		
Female	2/0%	13/22%	2%/2%	4%/11%																																																																		
Ab.	12/6%	0/6%	18%/0%	0%/0%																																																																		
<p>Strategies~ Activities and behaviors that will support success in our Literacy goal</p> <ul style="list-style-type: none"> • Explicit teaching, modeling, discussing and practising of the English Language Arts K-7 IRP “CRITERIA FOR...” lists as basis for expectations (found in the STUDENT ACHIEVEMENT-KEY ELEMENTS section at each grade level). Criteria to be addressed is: <ul style="list-style-type: none"> ~Criteria for a Good Thinker ~Criteria for a Good Speaker and Listener ~Criteria for a Good Reader and Viewer ~Criteria for a Good Writer and Representer • While attending to all 8 comprehension strategies research indicates effective learners use before, during 	<p>Progress February 1, May 1</p> <p>• Complete(C) • In-progress(I/P) • Beginning (B)</p>																																																																					

and after reading to integrate ideas and construct meaning, we will focus attention on and explicitly teach to:

~MAKING CONNECTIONS and
~ASKING POWERFUL QUESTIONS

Both strategies require personal investment/involvement in the curricular topic being learned...let's put the individual into the picture in everything we work on!

- Continue to use the SMARTLearning System (and other integrating processes) to connect the Comprehension Strategy puzzle into a complete picture. Helping students put the pieces together will enhance learning by deepening understanding and making meaning as individuals and as a class.
- Use Structured TALK processes to encourage productive, accountable experiences that engage learners in 'socially constructing meaning' through discussions and encourage rehearsal of ideas...what I can say effectively, I can also communicate through writing. Rehearsal of ideas orally is key to success in sorting out ideas, expressing opinions, collecting evidence, justifying thinking and understanding deeply while communicating effectively.
- Conversations with a purpose in several formats... Talking/listening in A/B partnerships, triads, Table Teams, Research or Opinion "focus" Groups, small groups, boys, girls, whole class. TALK + TASK (and an expectation to report findings) = focus and accountability. Reporting out to the larger group is essential as we learn BEST together and from one another.
- THINK PAIR SHARE~ a thinking tool that builds on personal thinking, adds a partner's thinking to the mix and then finally has the partnership 'share' their thinking with another partnership. Finally, the foursome reports back to the whole group. Connections, questions and synthesizing contributed thoughts extends possibilities. This tool has students contributing and listening to contributions in significant ways around a specific task.
- Before, during, after...always encourage connections and the asking of powerful questions that search for deeper meaning, press for intelligent scrutiny and expect thoughtful consideration. Inference should be coached and expected as the brain is always predicting answers. Reasons and evidence of clues as well as justification for thinking should be required.
- Explicit teaching of personal, informational and imaginative writing to express, explain and entertain through the use of 'written voice'. Use of PLO's/Achievement Indicators, the 5 point writing scale (Exemplars SD#40) and BC Performance Standards for writing will serve to anchor our practices.
- Use journaling across the curriculum (especially MATH as it is Goal #2) to provide opportunity for students to explain/record their learning connections and understanding before (activating prior knowledge) during learning and after considering new ideas...how is your thinking supported or different as a result of our

<p>learning. Invite questions around what else they wish to now/understand/explore.</p> <ul style="list-style-type: none"> • Use the ELA inspired resource compiled by the SD#51 Literacy Mentors to improve TEACHER effectiveness with questioning techniques. (Resource is called, “ELA K-7 Questions and Prompts to Scaffold Learning”) • Focus on Stephanie Harvey’s “Strategies That Work” chapters on ‘The Inner Conversation’, ‘Activating and Connecting...’, ‘Questioning...Propels Readers Forward’ and ‘Visualizing and Inferring’ • Focus on Debbie Miller’s “Reading With Meaning” sections on ‘Thinking Aloud...Meaningful Connections’, ‘Creating Mental Images’, ‘Digging Deeper’, ‘Inferring’ and ‘Asking Questions’. • Try ideas on connecting and questioning from ‘Reading Power’ by Adrienne Gear • ‘Asking Better Questions’ is a good resource for powering up questions from ‘on the line’ to ‘between the line’ to ‘beyond the line’ queries. • Use information from “Fully Meeting” and ‘Exceeding Expectations” SMART Reading Assessment Record to focus progress to higher standards of achievement • Use oral language to focus Word Work learning of spelling patterns... “I hear the ___, I see it spelled ___.” Encourage connections between one weeks learning and previous/next, connections to personal writing, connections to patterns for transfer of learning to other situations when predicting unfamiliar spellings in personal writing. Encourage questioning and finding out answers to puzzling spelling in our English language. 	
<p>Structures</p> <ul style="list-style-type: none"> • Staff meeting time devoted to literacy issues. • Continue with grade-team meetings once a month to discuss, plan and incorporate making connections and questioning techniques and process in their classrooms • Timetable uninterrupted literacy blocks for every class, every day (minimum of two 80 min blocks or a 120 min. block.) • 	<p>Progress February 1, May 1</p> <p>• Complete(C) • In-progress(I/P) • Beginning (B)</p>

<p>GOAL #2: To improve Numeracy skills of all students:</p>	<p>2008 – 2009 Objectives:</p> <p>We will, as a staff, focus on three specific Mathematical Processes found in the B.C. Mathematics IRP. These include communication, and visualization.</p> <p>Students need opportunities to read about, represent, view, write about, listen to, and discuss mathematical ideas. Communication can help students make connections among concrete, pictorial, symbolic, verbal, written, and mental representations of mathematical ideas.</p> <p>Visualization “involves thinking in pictures and images, and the ability to perceive, transform and recreate different aspects of the visual-spatial world”</p> <p>The use of visualization in the study of mathematics</p>
--	---

provides students with the opportunity to understand mathematical concepts and make connections among them.

Rationale

Students learn by attaching meaning to what they do and need to construct their own meaning of mathematics. This meaning is best developed when learners encounter mathematical experiences that proceed from the simple to the complex and from the concrete to the abstract. At all levels, students benefit from working with a variety of materials, tools and contexts when constructing meaning about and visualizing new mathematical ideas. Meaningful student discussions can provide essential links among concrete, pictorial and symbolic representations of mathematics. Information gathered from these discussions can be used for formative assessment to guide instruction.

Evidence/Results (cont'd)

Foundational Skills Assessment (Numeracy)

FSA 2009 (Unofficial Results from February Assessment)

Grade 4

Numeracy – 94% Meeting or Exceeding Expectations
12% Exceeding Expectations

Grade 7

Numeracy – 100% Meeting or Exceeding Expectations
23% Exceeding Expectations

Baseline on new FSA format and time of assessment

FSA 2008 (Official Results from February Assessment)

Grade 4

Numeracy – 75% Meeting or Exceeding Expectations
4% Exceeding Expectations

Grade 7

Numeracy – 65% Meeting or Exceeding Expectations
3% Exceeding Expectations

Percent of Grade 4 students meeting or exceeding expectations:

	2004	2005	2006	2007	2008	2009
All	72%	60%	80%	92%	75%	94%
Male	64%	54%	92%	100%	77%	87%
Female	80%	67%	71%	100%	77%	100%
Aborig.	n/a	60%	60%	40%	60%	75%

Percent of Grade 4 students exceeding expectations in Numeracy

	2008	2009
Male	8%	0%
Female	13%	11%

Percent of Grade 7 students meeting or exceeding expectations:

	2004	2005	2006	2007	2008	2009
All	79%	85%	76%	95%	65%	100%
Male	70%	86%	74%	89%	66%	100%
Female	87%	85%	77%	100%	63%	100%
Aborig.					80%	100%

Percent of Grade 7 students exceeding expectations in Numeracy

	2008	2009
Male	3%	0%
Female	20%	24%

Targets for 2009/20010

Expected results:

Maintain 85% or better on FSA numeracy assessments at Grade 4 and 7.

Improve Results for gender achievement spread within 10% in numeracy.

Improve Aboriginal achievement to above 80% in numeracy.

Maintain 85% or better on FSA numeracy assessments at Grade 4 and 7.

Improve Results for gender achievement spread within 10% in numeracy.

Maintain Aboriginal achievement to above 80% in numeracy.

<p>Strategies</p> <ul style="list-style-type: none"> • Staff discussion and commitment to the school district's three year plan for implementation and professional development with Trevor Calkins and the Power of 10. • Use "How Many Ways" strategies across the grades to get all students to extend their thinking and justify it. • Use "Talk To Me About" strategy across the grades to enhance all students thinking and communication of their numeracy understandings. • Use "Show Me" strategies to have all students improve their skills for utilizing numeracy conceptual models, drawing and diagrams to take their understanding from concrete to abstract, and give them tools to better communicate their conceptual understandings to others. • Intermediate and primary team meeting based on discussion mathematical processes, learning outcomes and achievement indicators from new mathematics IRP (2007) 	<p>Progress February 1, May 1</p> <p>• Complete(C) • In-progress(I/P) • Beginning (B)</p>
<p>Structures</p> <ul style="list-style-type: none"> • Staff and team meeting time devoted to numeracy. • Utilization of some school based non-instructional days, BDTA Pro-D funds to attend class demonstration and share sessions within the school, across the district and in other districts. 	<p>Progress February 1, May 1</p> <p>• Complete(C) • In-progress(I/P) • Beginning (B)</p>

Communication:

- School Improvement initiatives communicated in Hutton Newsletter
- School Improvement initiatives communicated on Hutton Website
- Hutton First Class folders developed for teachers regarding initiatives
- Twice yearly parent-teacher-student interviews focus on oral literacy expectations
- Principal's report at each monthly PAC meeting
- School Growth Plan posted on parent information board outside of office

Ongoing priorities:

School Climate and School Community Building
 In the 2009/2010 School Year we are, as a staff endeavoring to improve the sense of student belonging as a part of the whole school by creating more opportunities for primary and intermediate students to work and play together.
 -September events already planned.