



School District No. 51 (Boundary)
Midway Elementary School
2009 – 2010
Growth Plan



School Mission:

The mission of Midway Elementary School, in partnership with its community, is to provide a safe, fun, caring environment that is respectful of personal and cultural differences and encourages learning as a lifelong activity; where all individuals demonstrate enthusiasm for learning, have the opportunity and freedom to strive for personal excellence, meet all challenges with determination and perseverance, and possess the skills and knowledge to care for and adapt to a changing global society.

Baselines have been created by Read & Write data, FSA data, and guided or driven by BC Performance standards and student achievement results.

<p>GOAL #1: To improve writing for all students.</p>	<p>2009 – 2010 Objectives:</p> <ul style="list-style-type: none"> - All students will demonstrate effective writing skills in accordance with the BC Performance standards, Individual Education Plans and/or the Aboriginal Enhancement Draft Agreement. - Students will be able to write using clear, expressive language. - Students will demonstrate/improve the proper use of conventions including punctuation, sentence structure, and spelling.
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Rationale
 Staff and SPC agree that early literacy skills are crucial to student success in all areas of school. For four years we have focused our school growth plan on improving students writing abilities. After reviewing school, district, and provincial data continued emphasis will remain on increasing writing achievement. Our goal is to see continued improvement towards achievement in the area of writing for 100% of our students.

<p>Evidence/Results</p> <ul style="list-style-type: none"> -District data limited – low numbers mask results -’05 Spring School wide write (25% students meeting) -’06 Spring School wide write (53% students meeting) - ’07 Spring School wide write (69% of gr 1-3 students fully meeting expectations @ 2.5 level or higher) - ’08 Spring School write (84% of Gr 1-3 FM, 22% exc) - ’08 – 78% students moved up 1 level (77% in 2007) - Satisfaction Survey – steady increase (Gr. 3) in reporting that they feel they have improved in writing achievement -Concerns – Lack of Kindergarten students enrolled - Excitement – all students improving, 22% exc on <p>R&W’s</p>	<p>Targets for 2009/2010</p> <p><i>Anticipated student achievement results:</i></p> <ul style="list-style-type: none"> -Increase number of Grade 1-3 students meeting provincial expectation - increase number of students exceeding (District standard) - maintain meeting standard but increase number of students exceeding (2008 - 22%) - increase students advancing at least one level in District writing assessment (2008 – 78%) -Continued increase in student and parent satisfaction of writing achievement as indicated in the Satisfaction Survey.
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Strategies

- Staff development at school (NID Days, Team Teaching, Demonstration classrooms), within district (Grade level planning sessions across schools / district using SMART strategies), and across district opportunities (ie - visitation to neighboring districts for professional development, continued use of new ELA curriculum strategies, suggestions, and expectations to increase practical, research-based literacy strategies.

- School-wide writing assessment based on BC Writing Performance Standards used to focus instruction (Gr K-3). Class summary sheets compared with others in district and joint strategy planning supported by school and district.
- School-wide year-end assessment to monitor level of improvement and to offer continued focus for instruction.
- School-wide assessment data to be shared at transition meetings between grades / schools to highlight areas of need for individuals and cohorts.
- SMART writing strategies, Word Work (leveled independent word study), Leveled books in Libraries and classrooms, Word Walls, daily writing, peer conferencing
- Enhanced Aboriginal and at-risk student support.
- Continuity between Gr K-7 within schools

Structures

- Continued support from District Literacy Team (ie-templates for tracking and comparing District Assessments data for ‘Writing’, district wide assessments, Kindergarten learning continuum, etc.)
- Primary Literacy program (Dawn R. model)
- One-to-One Program available to all students Not Meeting Expectations for additional skill development.
- SMART Reading and Writing strategy development for new teachers, support workers, Teachers Assistants, and One-to-One Reader Assistants.
- Proactive School Based Team structure with regular review of all students writing assessment results.
- Nutrition Program – 32% of families in Low-income socio-economic group. Large number of Children-in-Care. School Planning Council in partnership with School Board of Trustees has strong belief in need for adequate nutrition to support instruction.
- School Support Staffing at levels higher than district average based on split class combinations in an effort to provide small-group instruction for individuals not meeting expectations.
- District Behavior outreach program (Psychologist, behavior specialist, SPED support services) available for formal assessments, planning, and development of support plans for students not meeting expectations.
- Director of Instruction provides District Leadership for School-based Literacy Teachers, Kindergarten Screening Program, Aboriginal Enhancement Planning and Implementation.
- Child & Youth Care counselor and/or enhanced TA support to implement ABED Enhancement Agreement and ongoing Social Responsibility goals.
- Increase/schedule an increase in ABED / Academic support work time to support the implementation of ABED enhancement Agreement goals.
- Trustee Initiative Grant– additional money used to support teachers in developing awareness and Pro-D, SMART/ LA curriculum Implementation. Grant money also used – to help support the achievement of our schools goals (**Library, leveled books, release time, peer visits, mentorship time, resource gathering, etc.**)

<p>GOAL #2: To improve reading comprehension for all students.</p>	<p>2009 – 2010 Objectives: - All students will demonstrate effective reading skills in accordance with the BC Performance standards, Individual Education Plans and/or the Aboriginal Enhancement Draft Agreement. - Students will demonstrate an ability to interpret and understand deeper meaning in written material.</p>
<p>Rationale Staff and SPC agree that early literacy skills are crucial to student success in all areas of school. For four years we have focused our school growth plan on improving student reading comprehension. After reviewing school, district, and provincial data continued emphasis will remain on increasing reading comprehension for all students. Our goal is to see continued <i>improvement</i> towards achievement in the area of reading for 100% of our students.</p>	
<p>Evidence/Results -A School Wide Reading Assessment not implemented until ‘05-06. -Spring ‘06 - 58% all students minimally meeting exp</p>	<p>Targets for 2009/2010 -Continued implementation of a District Wide Reading Assessment based on BC Performance Standards for all students Grades 1-3.</p>

<ul style="list-style-type: none"> - Spring '06 - 50% Boys Not Meeting Expectations - Spring '07 - 77% all students FM Exp (2.5 or higher) - Spring '08 – 81% students FM Exp (22% exc) - 2008 - 75% students moved up 1 level (65% in '07) - Satisfaction Survey – steady increase (Gr. 3) in reporting that they feel they have improved in reading achievement - Excitement – 100% students in MES within one grade of expected reading level. 	<ul style="list-style-type: none"> -100% of Grade 1-3 students minimally meeting (2.0 level) 2008 - 91% students @ 2.0 or higher - improve students fully meeting grade level reading expectations (81% in '08 (26/32), 77% in '07 @ 2.5 level) - increase students advancing at least one level in District reading assessment (75% - 2008, 65% - 2007) -Increase number of students exceeding expectations in Grades 2 and 3 (2008 – 22%)
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Strategies

- Staff development at school (NID Days, Team Teaching, Demonstration classrooms), within district (Grade level planning sessions across schools / district using SMART strategies), and across district opportunities (ie - visitation to neighboring districts for professional development, continued use of new ELA curriculum strategies, suggestions, and expectations to increase practical, research-based literacy strategies.
- School-wide Reading assessment based on BC Performance Standards used to focus reading comprehension instruction.
- School-wide year-end assessment to monitor level of improvement and to offer continued focus for instruction for remainder of year.
- School-wide assessment data to be shared at transition meetings between grades / schools to highlight areas of need for individuals and cohorts.
- SMART Reading strategies, Word Work, Leveled Books for independent novel studies
- Enhanced Aboriginal and at-risk student support.
- Continuity between gr K-7 within schools
- Community Library Visits – trips, authors, programs, access to books, etc.

Structures

- Continued support from District Literacy Team (ie-templates for tracking and comparing District Assessments data for 'Reading', district wide assessments, Kindergarten learning continuum, etc.)
- District-wide Reading and Writing Assessment materials in all schools.
- One-to-One Program available to all students Not Meeting Expectations.
- SMART Reading and Writing strategy development for support workers, Teachers Assistants, and One-to-One Reader Assistants.
- Proactive School Based Team structure with regular review of all students reading assessment results.
- Nutrition Program – 30% of families in Low-income socio-economic group. School Planning Council in partnership with School Board of Trustees have strong belief in need for adequate nutrition to support instruction.
- School Support Staffing at levels higher than district average based on split class combinations in an effort to provide small-group instruction for individuals not meeting expectations / exceeding expectations.
- District Vice Principal (Psychologist, SPED support services) available for formal assessments, planning, and development of support plans for students not meeting expectations/exceeding expectations.
- Director of Instruction provides District Leadership for School-based Literacy Teachers, Kindergarten Screening Program, Aboriginal Enhancement Planning and Implementation.
- Child & Youth Care counselor and/or enhanced TA support to implement ABED Enhancement Agreement and ongoing Social Responsibility goals.
- Increase/schedule an increase in ABED / Academic support work time to support the implementation of ABED enhancement Agreement goals.
- Trustee Initiative Grant– additional money used to support teachers in developing awareness and Pro-D, SMART/ELA curriculum Implementation. Grant money also used – to help support the achievement of our schools goals (Library, leveled books, release time, peer visits, mentorship time.)

Ongoing priorities:

To encourage and increase awareness of the 'social responsibility' for all students attending the school.

Objectives: All students will improve their awareness of their role within the school and their responsibility to the other individuals (teachers, peers, etc.). Demonstrate effective behavior, social skills and respect the varying cultures and beliefs of their peers and citizens within their surrounding geographical area.

Rationale: Staff and SPC agree 'social responsibility' is crucial in the overall development of a student's success. As a school we see a need for social development to reinforce the holistic development of students. After reviewing behavior data, discussions with SPC, PAC, and community members, an emphasis will be placed on educating and developing 'social responsibility'. Our goal is to see continued improvement towards achievement in this area for all our students.

Targets:

- An increase in all student grade / age level achievement along the social responsibility continuum / performance standard.
- Increase in PAW tickets and behavior observation within the school and its surroundings
- Theme based approach by the K-3 teachers with the focus on social responsibility continuum
- Decrease in frequency and severity of office referrals for socially inappropriate behaviours.
- K (school and district level) – commitment to Early Learning Social Responsibility Continuum.
- Implementation of the 'Roots of Empathy' program

Track numeracy within the Gr 1-3 Primary Level

Objective – The SPC, teachers, and myself will further track and analyze data to determine if 'numeracy' is a future focus area/school goal

Methods of Tracking -

- District Numeracy assessments expanded to include each grade (beginning and end of year)
- Classroom marks
- Track FSA results of Grade 4 students to also give further feedback

Communication:

- Discussion/meeting with SPC
- discussion at Staff meeting
- Poster up in schools with growth Plan
- Newsletter
- WebPage
- Discussion within classrooms/assemblies, etc.

The undersigned as members of the School Planning Council authorize this 2009/2010 School Plan and submit it on behalf of the school community:

_____ Darryl Turner Principal (printed name)	_____ Signature	_____ Date
_____ ??? Teacher Rep (printed name)	_____ Signature	_____ Date
_____ Jennifer Turner Parent Rep (printed name)	_____ Signature	_____ Date
_____ Deb Baker Parent Rep (printed name)	_____ Signature	_____ Date
_____ Pete Baia Parent Rep (printed name)	_____ Signature	_____ Date