



School District No. 51 (Boundary)  
 Dr. D. A. Perley  
 2009 – 2010  
 School Growth Plan



We will be continuing to work at the following 3 goals from last year and also to focus on 3 Inquiry based questions, one from each of our K/1, Grade 2/3/4 and Grade 5/6/7 teachers attached at the back of this document.

From our school community planning evening held in June of 2009 we chosen our overriding school focus for the 2009/2010 school year to be as follows:

To develop all students’ ability to take responsibility for their learning and be inspired to strive for their personal best in all aspects of their lives.

<p><b>GOAL #1:</b> To improve student achievement in literacy</p>	<p>2009 – 2010 Objectives: All students will demonstrate increased literacy levels as seen on the District Reading and Writing Assessments.</p>
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**Rationale**  
 Improving student reading comprehension will impact learning in all academic areas and in turn significantly impact abilities as life long learners. We are focusing on male and aboriginal readers as the most challenged readers in our school.

<p><b>Evidence/Results (cont’d)</b>        Through our annual goal planning evening with Parents and Staff we arrived at this goal. The evidence used was FSA, District Read and Writes and Classroom Teacher observations.</p>	<p><b>Targets for 2009/2010</b>        100% of Students in 2.0 or higher on District Writing Assessment        100% of Students in 2.0 or higher on District Reading Assessment        60% of all students at or below a 3 will show at least one level of growth in the District Writing Assessment        60% of all students at or below a 3 will show at least one level of growth in the District Reading Assessment        Increase the literacy based conversations and planning in our school        To embed peer and self assessment into our daily practice</p>
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**Strategies**

**Grade Level: K-1**

- Incorporate use of more non-fictional material
- Guided reading, leveled groupings
- Implementation of ELA strategies

**Grade Level: 2-4**

- Regular home reading and 1 to 1 Reading Program • Early Literacy – Reading Strategies
- Multi-leveled reading resources (standardized) • Book Swap
- Increased use of non-fiction books Early Literacy – Writing • Treehouse writing
- Ability writing/reading groups • Gender grouping

- Implementation of ELA strategies

**Grade Level: 5-7**

- English Dynamics • Independent choice
- Literature studies – development of theme based resources to cover range of developmental learning needs
- Incorporate more non-fiction selections in content
- Implementation of ELA strategies

<p><b>GOAL #2:</b></p> <p>To improve all students Numeracy skills.</p>	<p>2009 – 2010 Objectives:</p> <p>That all students will show improvement in their numeracy abilities.</p>
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**Rationale**

*Evidence and information used to set this goal:  
Why is this a priority area? How do you know what needs improvement?*

Numeracy has become a high priority at our school. After analyzing our data at the School Growth Plan evening it became evident that our student performance in Numeracy needs continued attention. We have specific groups of students that showed a negative trend. We will work to reverse this trend through school-wide; specific and individualized programming.

<p><b>Evidence/Results (cont'd)</b></p> <p>Through our annual goal planning evening with Parents and Staff we arrived at this goal. The evidence used was FSA, District Read and Writes and Classroom Teacher observations.</p>	<p><b>Targets for 2009/2010</b></p> <p><i>To improve all students problem solving skills To implement Trevor Calkins Power of 10 work in our programs To see an improvement in cohort abilities over time</i></p>
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**Strategies**

**Grade Level: K-1**

- Math grouping to support 1/2 teachers - Grade/ability math groups → all year (structure)
- School wide math game days • Sharing Math Ideas
- Time – build more time for numeracy into our day

**Grade Level: 2-4**

- Trevor Caulkins - Power of 10 • Math to the Max
- Daily use of Manipulatives • Concrete to abstract concept planning
- Shared planning time • Shared math block to allow varied groupings

**Grade Level: 5-7**

- Grade groups - Adapted classes - smaller size, extra adult support (TA, Teacher)
- Trevor Caulkins – Demonstrations lessons - Team teaching and planning
- Matching curriculum – co-planning
- Math to the Max • Box Cars • Wish – Math • Manipulative programming
- Math inventory supplies in school – organization system

<p><b>GOAL #3:</b>  <i>Focus on a specific area of student achievement for all students:</i></p> <p>To improve all students socially responsible behavior.</p>	<p>2009 – 2010 Objectives:</p> <p>All students will demonstrate greater levels of social responsibility as seen in the Social Responsibility Performance Standards</p>
<p><b>Rationale</b></p> <p>Improving student Social Responsibility will impact students for their entire lives. Making our school a safe and respectful place will allow all students to grow and learn at their own pace.</p>	

<p><b>Evidence/Results (cont'd)</b></p> <p>Through our annual goal planning evening with Parents and Staff we arrived at this goal. The evidence used was Satisfaction Surveys.</p>	<p><b>Targets for 2009/2010</b></p> <p><i>All students at least minimally meeting expectations on the Social Responsibility Performance Standards Quick Scale</i>  <i>Minimum 90% of grade 4 and 7 students will report feeling safe at school on Satisfaction Survey.</i>  <i>All students will be knowledgeable of an action plan when feeling unsafe</i></p>
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**Strategies**

**Grade Level: K-1**

- Incorporated Language Arts → (overhead story-time at assembly)
- Consistent teaching and applying School rules • All Classes teaching and supporting 2<sup>nd</sup> Step Program
- Classroom development of Rights and Responsibilities for Communication, Respect and Safety

**Grade Level: 2-4**

- Grade 6/7 leadership club • Consistent approach to behavior expectations
- Behavior plans shared at sign in book
- All Classes teaching and supporting 2<sup>nd</sup> Step Program • Grade 4 Classes using “Friends” program
- Classroom development of Rights and Responsibilities for Communication, Respect, Safety
- Development of Empathy and a sense of Helping Others • Roots of Empathy for our most at-risk kids
- School-wide focus ie “empathy month” • School-wide literacy theme – What is respect?

**Grade Level: 5-7**

- Assemblies – showcase – student involvement (slide show – lunch camera)
- All Classes teaching and supporting 2<sup>nd</sup> Step Program • Respectful Relationships Program
- Grade 6/7 Leadership Roles • Radio Club • Perley Parliament
- Structures for behaviorally challenged students • Support – block time out – self monitored
- Classroom development of Rights and Responsibilities for Communication, Respect, Safety
- Restorative Action Plans • Virtues Project • 7 Habits of Highly Effective Teens

**School Wide:**

- Monthly reporting of discipline recordings at Staff Meetings
- Social Responsibility Performance Standards to be taught and used in all classes
- Behavior Consequences directly connected to Social Responsibility Performance Standards

## **Structures**

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

### **Grade Level: K-1**

Literacy –

- Early Literacy Groups – 3 per year, set schedule • Prior/post assessment and networking time
- include K's showing appropriate readiness in last session

Numeracy-

- Math Makes Sense program implementation
- Common numeracy block to allow for groupings when needed

Social Responsibility –

- School wide type Virtues themes – maybe 4-5 per year
- Behavior plans – School wide plan
- Implementation of school code of conduct
- School-wide use of Social Responsibility Performance Standards

### **Grade Level: 2-4**

Literacy –

- Class involvement in Early Literacy
- Aboriginal learner academic support continued

Numeracy-

- Common Math block for groupings and

Social Responsibility –

- Personal planning in common block to allow gender specific content

### **Grade Level: 5-7**

Literacy –

- Increase use of 1 to 1 readers
- Small group pull-out/support

Numeracy-

- Grade groupings with adapted class support that includes TA and Learning Support teachers

Social Responsibility –

- Behavior support plan access for classroom teachers
- Use of Functional Behavior Assessment and Planning
- Access to Elementary Behavior Program and Outreach Support
- Use of 'Levels' classroom/non-supervised time behavior support program
- Implementation of 2<sup>nd</sup> Step program • Continuation of Perley Parliament Initiatives

**Communication:**

This Growth Plan will be communicated to our school community through our newsletters, on our website and displayed in our school. We will regularly review our progress at PAC and SPC meetings

- Student nutrition needs being met through the breakfast, lunch and snack program
- Outdoor activity program for Grade 4-7 boys during non-instructional time
- Ongoing social emotional needs of students met and supported by classroom teachers, Child Care Workers, and school counselor.
- Continue to evaluate and respond to Social Responsibility issues and needs at our school
- Continue to value the development of the 'Whole Child' through Social, Academic, Emotional, Physical and Healthy endeavors at Perley

**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)**

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**Signature**

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**Date**

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**Teacher Rep (printed name)**

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**Signature**

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**Date**

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**Parent Rep (printed name)**

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**Signature**

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**Date**