



School District No. 51 (Boundary)
 Christina Lake Elementary School
 2008 – 2009
 Academic Achievement



<p>GOAL #1: <u>Literacy</u> To improve student achievement in reading and writing.</p>	<p>2008 – 2009 Objectives: The main objectives are to improve student skills in the areas of: Reading a) making connections b) asking powerful questions c) interpreting deeper meaning Writing a) using descriptive language b) developing an effective conclusion c) conventions (sentence construction, paragraphs, spelling and grammar)</p>
<p>Rationale We have focused on this area for the previous three years, and the data indicates that most of our students were successful in developing these higher order thinking skills. Students who achieved a 2.5 or better on the spring assessments demonstrated some higher level comprehension skills and an ability to demonstrate insightfulness, strong point of view and a use of descriptive language in their writing. While 90% of our school population is meeting or exceeding in Reading and 89% are meeting in writing, we did not meet all of our targets. We had hoped that 75% of our students would improve at least one measurable level in reading and writing and only 70% improved in writing and 74% improved in reading. We did however achieve our goal of not having any students “not yet meeting”. There were no “1s” on the spring assessments. We were pleased to see that 21% of our students are exceeding expectations in writing and 9% are exceeding in reading. Once again it was felt by those at the planning meeting that we would be wise to carry on with this goal by maintaining some of the structures and exploring other ways to improve student success in this area. We want to see all of our students demonstrate measurable growth over the course of the year while continuing to push more students into the fully meeting and exceeding categories.</p>	

<p>Evidence/Results <i>Data results shared with SPC, PAC, Parents and Staff in 2007/2008:</i> <u>School Wide Reading and Writing Assessments</u> No students in the 1 category at year end (read and write) 90% of students are meeting, fully meeting or exceeding expectations (Reading) 89% for Writing 60% of students fully meeting or exceeding expectations (Reading) 58% for Writing 9% of students are exceeding expectations (Reading) 21% for Writing 74% of students improved at least one measurable level from the fall to the spring assessment (Reading) 70% for Writing <u>Classroom Grades</u> 94% of intermediate students had a C+ or better in Language Arts on their final report. 100% of primary students were meeting or exceeding expectations in Language Arts on the final report <u>Satisfaction Surveys</u> 85% of students feel they are getting better at reading (Gr. 4 & 7) 81% of students feel they are getting better at writing (Gr. 4 & 7) 87% of parents feel their children are getting better at reading (Gr. 4 & 7) 80% of parents feel their children are getting better at writing (Gr. 4 & 7) <u>Foundation Skills Assessments (FSA)</u> Five year trend shows that CLES students are above the district and provincial average for Reading, Writing and Numeracy in 2006/2007. (2008 results will not be available until the fall of 2008)</p>	<p>Targets for 2008/2009 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.

Structured Partner Talk: Increased use of structured partner talk in Language Arts instruction to help build connections and understanding.

School Wide Reads: we will continue to have several school wide reads where the entire school will be in one place (such as gym, library, courtyard) and read as a whole group.

Read Alouds: Teachers will increase the amount of time they read to their classes.

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:

Primary and Intermediate Literacy Groups: Students will be placed into smaller instructional groups utilizing classroom teacher, teacher librarian, learning assistance and principal time. These groupings will change twice and be based on the need of the students allowing us to focus on student needs. Placement in groups will be based on reading assessment data and classroom evaluations.

Intermediate Home Reading Program: After the first parent/teacher interviews, a program to encourage reading outside of school time will be established.

Staff Development: Staff will attend a workshop in the fall (as a staff) to look specifically at literacy instruction and strategies. Two teachers will attend the Leyton Schnellert sessions this year and all staff will be encouraged to attend the February Adrien Gear sessions focusing on non-fiction reading strategies.

Collaborative Time: Resources will be used to allow teachers to observe other teachers, co-plan and/or co-teach with colleagues in the school or to work in some capacity with the district's literacy mentors. (2 full TOC days per teacher)

<p>GOAL #2: To improve student achievement in the area of social responsibility</p>	<p>2008 – 2009 Objectives: The main objectives are to improve student performance in the areas of: - Contributing to the Classroom and School Community - Solving Problems in Peaceful Ways - Valuing Diversity and Defending Human Rights - Exercising Democratic Rights and Responsibilities.</p>
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Rationale
We feel that we made some good improvements in the area of social responsibility this year. The amount of litter outside remains low and students are comfortably into the routines of recycling and composting. In terms of behaviour, we realized a 30% decrease in the number of “White Slips” sent home. We see this as a decrease in the number in incidents or problems that students were not able to solve themselves or that needed administrative intervention. However, our survey results still indicate that not all students can say they feel safe or that they are not bullied at some time at school. Also, not all parents surveyed can say that they feel their child is safe at all times or is not being bullied at school. At the planning meeting it was agreed that we should always aim to have 100% of students and parents feel that CLES is safe and bully free, so we will continue to work on this. Also, we felt it was important to continue to build on the environmentally friendly path we have started along in the last two years.

<p>Evidence/Results (cont’d) <i>Data results shared with SPC, PAC, Parents and Staff in 2007/2009:</i> <u>Social Responsibility Assessment</u> Students Meeting to Exceeding Expectations – 75 80% Students Fully Meeting or Exceeding Expectations – 55 59% Students Not Yet or Minimally Meeting – 19 20% <u>Student and Parent Satisfaction Surveys</u> 87% of parents who feel there children are safe at school (all or many times) 75% of parents who feel there child is bullied or teased at school (some or many times) 86% of students who feel they are safe at school (all or many times) 79% of students who feel they are bullied or teased at school (some or many times) <u>School Discipline Data</u> Total number of white slips – 41 (decrease of 18 or 30%) <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 2008/2009 <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 <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 <u>School Discipline Data</u> Will have fewer than 40 White Slips <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 (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.

Monthly growth plan updates will be given at each PAC meeting.

Spring planning session will be well advertised and parents will be contacted to ensure a good turnout of parents.

Student achievement results (by class and school, not individual) as they pertain to our growth plan will be shared at PAC meetings, planning sessions and staff meetings. These will also be published in our June newsletter and they will also be available to parents in the office.

School growth areas, strategies and structures will be shared by the principal at one of the regular assemblies during the school year.

Ongoing priorities:

Numeracy – Although our FSA results and the Numeracy assessment results indicate that our students are meeting or exceeding provincial and district averages in numeracy, the staff and parents felt that it was important to mention numeracy in our growth plan. Staff will need to receive inservice on the new IRPs for Numeracy this year as well as the ongoing inservice being provided by Trevor Caulkins.

Over the course of the 2008/2009 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