



School District No. 51 (Boundary)
 J. A. Hutton Elementary
 2008 – 2009
 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>2008 – 2009 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 2009, (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>Baseline on new FSA format and time of assessment FSA 2008 (Unofficial Results from February Assessment) Grade 4 Reading – 76% Meeting or Exceeding Expectations 17% Exceeding Expectations Writing - 88% Meeting or Exceeding Expectations 9% Exceeding Expectations</p> <p>Grade 7 Reading – 86% Meeting or Exceeding Expectations 18% Exceeding Expectations Writing - 88% Meeting or Exceeding Expectations 0% Exceeding Expectations</p> <p>FSA 2007 Grade 4</p> <ul style="list-style-type: none"> • 93 % meeting or exceeding expectations in Reading Comprehension (90% in 2006) (58% in 2005) – 0% exceeding in 2007 <ul style="list-style-type: none"> ➢ 88% male (85 % in 2006) (57% in 2005) ➢ 100% female (94% in 2006) (58% in 2005) ➢ n/a Aboriginal (80% 2006) (67% in 2005) <p>93% meeting or exceeding in Writing (97% in 2006) (88% in 2005) - 7% exceeding in 2007</p> <ul style="list-style-type: none"> ➢ 100% female (100% in 2006) (92% in 2005) 	<p>Targets for 2008/2009 <i>Expected results:</i></p> <p>Improve to 85% or better on FSA reading and writing assessments at Grade 4 and 7.</p>
---	--

- 88% male (92% in 2006) (85% in 2005)
- n/a aboriginal (100 % in 2006) (80% in 2005)

FSA 2007

Grade 7

- 82% meeting or exceeding expectations in Reading Comprehension (81% in 2006) (76% in 2005) – 13% exceeding in 2007
 - 72% male (72% in 2006) (67% in 2005)
 - 90% female (91% in 2006) (92% in 2005)
 - mask% aboriginal (40% in 2006)
- 81% meeting or exceeding expectations in Writing (83% in 2006) (74% in 2005) – 0% exceeding in 2007
 - 71 % male (77% % in 2006) (62% in 2005)
 - 90 % female (91% in 2006) (92% in 2005)
 - mask% aboriginal (60% in 2006)

Maintain 85% or better.

BC (SMART) Performance Standards 2005-2006

Improve or maintain at 85% or better.

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%

Maintain at 85% or better.

Improve to 85% or better. Narrow gap between males and females to 10%.

Primary Grades

Male

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

Female

- May 2006 88% May 2007 92% May 2008 96%

Intermediate Grades

Male

- May 2006 57% May 2007 80% May 2008 77%

Female

- May 2006 84% May 2007 95% May 2008 96%

SMART Reading Assessment Results

	2006/07		2007/08	
	Not Mtg. Oct/May	Exceed Oct/May	Not Mtg. Oct/May	Exceed Oct/May
Whole S.	6/ 4%	6%/18%	6%/1%	2%/22%
Male	11%/5%	3%/13%	10%/2%	1%/16%
Female	0%/2%	9%/24%	1%/0%	2%/30%
Ab.	13%/7%	3%/11%	19%/4%	0%/8%
Primary	9%/5%	11%/39%	8%/ 1%	10% /40%
Male	16%/5%	6%/30%	12%/ 2%	4%/21%
Female	0%/5%	17%/48%	2%/0%	17%/59%
Ab.	14/14%	7%/21%	21% /7%	0%/0%
Interm.	4%/3%	2%/5%	5%/ 0%	0%/6%
Male	7%/6%	0%/2%	9%/ 2%	0%/2%
Female	0%/0%	4%/ 8%	0%/ 2%	0%/ 10%
Ab.	13%/ 0%	0%/0%	15%/0%	0%/8%

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%.

<p>Whole School</p> <ul style="list-style-type: none"> May 2006 84% May 2007 89% May 2008 90% Male 77% Male 81% Male 83% Female 92% Female 97% Female 97% <p>Aboriginal Per Total Aboriginal Students May 2006 71% May 2007 84% May 2008 74%</p> <p>Primary Grades Male</p> <ul style="list-style-type: none"> May 2007 93% May 2008 94% Female May 2007 100% May 2008 96% <p>Intermediate Grades 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="3"></th> <th colspan="2">2006/07</th> <th colspan="2">2007/08</th> </tr> <tr> <th>Not Mtg.</th> <th>Exceed</th> <th>Not. Mtg.</th> <th>Exceed</th> </tr> <tr> <th>Oct/May</th> <th>Oct/May</th> <th>Oct/May</th> <th>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.	Exceed	Not. Mtg.	Exceed	Oct/May	Oct/May	Oct/May	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>Improve or maintain at 85% or better. Narrow gap between male and females to 5%.</p> <p>Improve to 80% or better.</p> <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.	Exceed	Not. Mtg.	Exceed																																																																					
	Oct/May	Oct/May	Oct/May	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 and after reading to integrate ideas and construct meaning, we will focus attention on and explicitly teach to: <ul style="list-style-type: none"> ~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! 	<p>Progress February 1, May 1</p> <ul style="list-style-type: none"> • Complete(C) • In-progress(I/P) • Beginning (B) 																																																																									

- 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 learning. Invite questions around what else they wish to now/understand/explore.
- 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

<p>Forward’ and ‘Visualizing and Inferring’</p> <ul style="list-style-type: none"> • 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.) • Utilization of some school based non-instructional days, BDTA Pro-D funds and District Initiative funds to attend class demonstration and share sessions within the school, across the district and in other districts. • Learning Support Team to structure their time to support grades one to three students who are not meeting expectations in Reading and Writing in a variety of forms to meet the needs of individual students/teacher • To determine, with staff in September/October 2007, the focus for the Trustee Initiative Funds 	<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)

**Baseline on new FSA format and time of assessment
FSA 2008 (Unofficial Results from February Assessment)**

Grade 4

Numeracy – 73% Meeting or Exceeding Expectations
4% Exceeding Expectations

Grade 7

Numeracy – 75% Meeting or Exceeding Expectations
5% Exceeding Expectations

Percent of Grade 4 students meeting or exceeding expectations:

	2002	2003	2004	2005	2006	2007
88%	90%	72%	60%	80%	92%	
Male	88%	64%	54%	92%	100%	
Female	89%	80%	67%	71%	100%	
Aborig.	n/a	60%	60%	40%	n/a	

Percent of Grade 4 students exceeding expectations:

2006	2007
0%	7%

Percent of Grade 7 students meeting or exceeding expectations:

	2002	2003	2004	2005	2006	2007
96%	90%	79%	85%	76%	95%	
Male	86%	70%	86%	74%	89%	
Female	95%	87%	85%	77%	100%	
Aborig.						

Percent of Grade 4 students exceeding expectations:

2006	2007
11%	3%

Targets for 2007/2008

Expected results:

Improve to 85% or better on FSA reading and writing assessments at Grade 4 and 7.

<p>Strategies</p> <ul style="list-style-type: none"> • August Day Session devoted to Trevor Calkin and his program of mathematics instruction “The Power of 10” • 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. • Whole staff will review and incorporate the numeracy program <u>Math to the Max</u>” into classrooms • 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. 	<p>Progress February 1, May 1 • Complete(C) • In-progress(I/P) • Beginning (B)</p>
<p>Structures</p> <ul style="list-style-type: none"> • Staff meeting time devoted to numeracy. • Utilization of some school based non-instructional days, BDTA Pro-D funds and District Initiative funds to attend class demonstration and share sessions within the school, across the district and in other districts. • To determine, with staff in September/October 2007, the focus for the Trustee Initiative Funds • Continued analysis of new texts being published to WNCP standards and recommendations for purchase in support of the new IRP and WNCP recommendation. Grade 7 texts across the district have already been purchased. 	<p>Progress February 1, May 1 • 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
- SPC minutes published on Hutton Web-site and posted on parent information board outside office
- School Growth Plan posted on parent information board outside of office

Ongoing priorities:

- Social Responsibility
 - Character Education (Virtues and Caring School Community)
 - Individual Social Responsibility Performance Standards Assessments in February
- Active Living and Health
 - Daily Quality Physical Education for all classes
 - Nutrition awareness and practices in classrooms
 - Expansion of Stability Ball program in all primary classrooms this year
 - PAC evaluation of Hot Lunch Program