



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



School Mission:

In partnership with its parents and community, Greenwood Elementary School will enable students to develop to their maximum potential in order to meet all challenges in a happy, healthy and cooperative learning environment that embraces personal and cultural differences, promotes mutual respect, personal and social responsibility and a love of learning as a lifelong activity.

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 Agreement. - All students will be able to write using clear, expressive language in all subject areas. - All students will demonstrate/improve proper use of punctuation, sentence structure, and spelling.
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Rationale
 Staff and SPC agree that literacy skills are crucial to student success in all areas of school. This will be our fifth year we have focused our school growth plan on improving student 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 (Current student achievement results)</p> <ul style="list-style-type: none"> - '05 FSA Gr 4 & 7 Results (0-exceed, 20-35% not yet meet), '07(0-exc, 6% NYM), '08(0-exc, 16% NYM) - 83% met provincial expectations in gr 4, 71% in gr 7 up from 60% last year (79% overall up from 76% last year) FSA's (Gr 4 & 7) - 100% minimally meeting expectations (2 yrs in a row), slight drop this past year - 89% of students are satisfactorily meeting/exceeding expectations (2.5 or higher) on school wide writing assessments (91%,90%,72%,56% the last 4 yrs) on school wide assessments. - 19% overall exceeding up from 12% two years ago, close to 20% scored last year). Approx 1/5 is solid. - Concern – once again 0% grade 7 exceeding, low levels of parent participation on satisfaction survey's 	<p>Targets for 2009/2010 <i>Anticipated student achievement results:</i></p> <ul style="list-style-type: none"> -Increase number of Grade 4 & 7 students meeting provincial expectation - increase number of students exceeding (FSA, District) - maintain meeting standard but increase number of students exceeding - increase students advancing at least one level in District writing assessment (30% - 2007), 84% - 2008) -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. 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 btw gr K-7. Improved Literacy program (Dawn Reitaug Model) in GES much like currently in MES

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.)
- 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 – 34% of families in Low-income socio-economic group. Large number of CIC students. 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:</p> <p>To improve reading comprehension for all students.</p>	<p>2009 – 2010 Objectives:</p> <ul style="list-style-type: none"> - 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>Rationale</p> <p>Staff and SPC agree that literacy skills are crucial to student success in all areas of school. For five 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 achievement. Our goal is to see continued</p>	

improvement towards achievement in the area of reading comprehension for 100% of our students.

Evidence/Results

- '05 FSA Gr 4 & 7 Results (6% exceed, 20-35% not yet meet), '06 (6% exc, 16% NYM), '07 (6% exc, 33% NYM), '08 (25% exc, 17% NYM)
- 92% minimally meeting expectations (down from 100%)
- 80% of students are satisfactorily meeting/exceeding (2.5 or higher) District expectations on school wide reading assessments, compared to '07-90%, '06 -72%, '05 – 25%.
- Satisfaction Survey – strong indication (gr 4 & 7) in reporting that students feel they have improved in reading achievement
- Concern – only 8% (3/35) students are exceeding district expectations. Three Grade 4 students are NYM and 0 exc
- Concern – overall 3 of 4 grades have 0% exceeding

Targets for 2009/2010

- Increase number of students exceeding expectations; FSA/District assessments
- Focus/Track feedback - increase in female reading achievement across grades 4-7
- **Increase students advancing at least one level in District reading Assessments (28% - 2007, 80% - 2008). Significant improvement.**
- Continued increase in student and parent satisfaction survey's on reading achievement.

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 Behavior outreach program (Psychologist, behavior specialist, 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.)

<p>GOAL #3: To encourage and increase awareness of the ‘social responsibility’ for all students attending the school.</p>	<p>2009 – 2010 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.</p>
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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.

- Strategies**
- Virtues themed school-wide assemblies???
 - Sections of Virtues program
 - BC Performance standards for Social Responsibility
 - District – Respectful Relationships Initiative
 - ‘Making Character Count’ – (Grade 4-5 Year 1 – Empathy & Responsibility, Honesty & Confidence. Year 2 - Respect & Differences, Courage & Speaking Up).
 - Supports ‘Safe-schools’ philosophy
 - PAW tickets for socially responsibly behavior with random
 - reward at every assembly. (addition of a ‘PAW Pack’ club, recognize all tickets, track amount, build to mystery fieldtrip at end of year)
 - Involve all support staff in the monitoring of behavior
 - Functional Behavior Assessment and prevention based intervention plan after referrals to office become excessive.
 - Individual and small group social skills / virtues program to target high frequency behaviors
 - ABED Enhancement Agreement Implementation
 - West End Alignment of Policies /expectations

Structures

- District outreach Behavior Program services available for formal assessments, planning, and development of support plans for students not meeting expectations.
- Director of Instruction provides District Leadership for Early Learning Project Teachers, Kindergarten Screening Program, Aboriginal Enhancement Planning and Implementation.
- Child & Youth Care counselor to support implementation of ABED Enhancement Agreement and ongoing Social Responsibility goals. Lead “Respectful Relationships’ sessions. Drive PAW committee.

Ongoing priorities:**Track Numeracy within Gr 4-7 (Intermediate 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)
- FSA Results
- Classroom marks

Communication:

- Discussion/meeting with SPC and PAC
- Discussion at Staff meeting
- Poster up in schools with growth Plan
- Newsletter to Parents
- 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

TBA
Parent 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