



School District No. 51 (Boundary)
 West Boundary Elementary
 2009 – 2010
 Academic Achievement

School Mission:

To provide a nurturing, respectful and equal opportunity environment that promotes student responsibility and active learning.

School Context:

West Boundary is a Kindergarten to Grade 7 school located in Rock Creek, BC with an enrollment of 100 students derived from four small unincorporated communities. Approximately 20% of the students are Aboriginal and 20% have an IEP. Virtually all of the students are bussed to school. Children have access to some recreational activities in the various communities, but the school is still the major focus for many. The staff consists of an administrator, 7 teachers and 2 support staff. There is an active Parent Advisory who offer support for learning opportunities and hold special events throughout the year. Parents in the area value education and are strong supporters of the school. Thanks to the strong staff, ongoing support from the Parent Advisory council and parent support and involvement, West Boundary Elementary a vibrant and caring community school.

Our Plan:

We believe that in order to promote achievement and life long learning we are responsible for providing our students with a strong foundation in reading, writing and social responsibility. We envision each student advancing in achievement levels regardless of their starting point. Using benchmarks with School-Wide Read and Writes that align with ministry IRP's and performance standards has a positive impact on classroom instruction and consequently, student learning. This can be measured by the marked increase in the percentage of students meeting expectations on their Spring Read and Writes. We have created a Professional Learning Community and are using it to improve our collaboration and to better understand effective assessment strategies. We are proud of our 'healthy school' status and our Green Team and continue to use different strategies to improve in these areas. Our plan is a working document and as the year progresses targets and strategies will be reviewed and edited as necessary. The common goal is for West Boundary Elementary to be an effective school that meets the needs of all learners.

<p>GOAL #1: To increase the number of students meeting expectations in literacy.</p>	<p>2009 – 2010 Objectives: To help each child achieve his or her potential in reading and writing</p>
<p>Rationale By supporting student literacy needs and requirements we feel that overall student achievement in literacy will improve. Literacy is an essential building block for establishing a good foundation in all areas of student achievement. Our students must recognize the importance and value of reading and writing and how the two connect to life as a whole. When teachers focus collectively on student performance and collaboratively develop action plans to improve assessment, powerful learning takes place.</p>	
<p>Evidence/Results Assessment strategies, including school wide read and writes, FSA and formal reports are tools that are used to get a better understanding of student achievement. Samples of student work and report card data also help with benchmarks.</p>	<p>Targets for 2009 - 2010 Use these assessment strategies as a tool to help understand ability levels so that we may better help students achieve to the best of their ability.</p>

Evidence/Results (cont'd)	Targets for 2009-10 (cont'd)
<p>FSA results for 2009 indicate that at the grade 4 level:</p> <ul style="list-style-type: none"> • 83% of students who wrote met or exceeded expectations in reading. • 33% of students who wrote met or exceeded expectations in writing <p>FSA results for 2009 indicate that at the grade 7 level:</p> <ul style="list-style-type: none"> • 91% of those who wrote met or exceeded expectations in reading • 91% of those who wrote met or exceeded expectations in reading <p>School wide read and writes show a marked improvement from Fall to Spring.</p>	<p>Increase the percentage of gr 4 students meeting expectations in writing</p> <p>Continue to encourage those meeting expectations to push themselves to exceed expectations.</p> <p>Encourage at risk students to challenge themselves to meet their IEP goals.</p> <p>As we explore the results of our data, knowing that they are affected from cohort to cohort, our goal is to use our school wide read and writes as an opportunity to create professional conversation within our PLC. The conversation will give us a better understanding of student ability.</p> <p>Continue to use our PLC to improve our understanding of assessment in order to gain insight into areas of concern.</p>

Strategies

- Use our PLC (Professional Learning Community) to guide our assessment strategies
- Continue with Wild 45 Literacy block
- One to one reading program for those not meeting or minimally meeting expectations
- Spring & Fall School-Wide Read and Writes
- School-wide use of Performance Standards, IRPs and holistic rubrics
- Continue to provide opportunities to support reading at home
- Open house/mini workshops to help parents encourage literacy at home
- School-Wide home reading program (Wild About Reading)
- Scheduled Library time
- Pre School Library time
- Breakfast Program
- Fruit and Vegetable program
- Recognition Assemblies
- Learning Assistance for students not meeting or minimally meeting expectations

Structures

- Literacy Block (45 minutes 3 out of 4 mornings)
- Professional Learning Community (instrumental in strengthening our literacy block)
- Literacy Pro D
- .2 Learning Assistance Teacher
- Staff meetings
- Library assistant time ½ day per week
- Use of BC Performance Standards in their instruction and assessments.
- Network of Performance Based Schools (NPBS)

GOAL #2:

To promote a safe, respectful and caring school culture that expects, supports, recognizes and celebrates student success.

2009 – 2010 Objectives:

To ensure that all students feel safe and welcome at school.
 To instill a respect for distinct cultures.
 To increase the ‘sense of belonging’ for all students
 To encourage, recognize and celebrate student success on all levels

Rationale

When students feel safe and welcome at school they are better able achieve to their potential and for productive learning to occur, it is important that students feel a ‘sense of belonging’. Our programs, strategies and collaborative efforts serve to provide a safe and welcoming environment for all students. We will continue to use Satisfaction Surveys as a measure. A positive school climate where students and staff demonstrate respect and caring is essential for a healthy school community. We recognize that a child who enjoys school is much more likely to be a successful student. By providing opportunities for students to learn respect, caring and responsibility, we are helping them become well-rounded members of society.

Evidence/Results

Preliminary 08/09 Satisfaction Survey results show an increase in grade 4 and grade 7 students who feel safe at school.

There was a small decrease in the percentage of grade 4 and grade 7 students knowing how WBE expects students to behave.

Virtues project taught at assemblies and in the classroom setting is having a positive impact.

Use of performance standards for Social Responsibility in some classrooms.

A decrease in the number of behaviours requiring office intervention

Use of teachable moments when specific behaviours arise.

Targets for 2009 - 10

Continue to promote anti bullying campaign and increase results by at least 10%.

Increase student awareness of expectations and increase results by at least 10%.

Promote a virtue at each Monday morning assembly and carry it into the classrooms thereby increasing students’ sense of social responsibility.

Strategies

- Promote a virtue at Monday morning assemblies and carry it through the week
- Continue with volunteers bin for 'caught you being wild'
- Wild Character Program (promoting virtues)
- Expand the use of Performance Standards for Social Responsibility with the goal of having students self monitor their own behaviours
- Implement a Healthy Schools Survey
- Continue to model and display appropriate behaviours
- Implement School-Wide Safety Survey
- Communicate expectations of student behaviour not only to students, but to parents
- Invite parents to participate in Pro D sessions, webcasts, etc
- Continue to provide opportunities for interaction with distinct cultural groups
- Continue to promote student pride and ownership through the building of nature trails
- Interim Report template
- Display rules for socially appropriate behaviour in prominent places – halls, classrooms, entrance
- Continue to initiate positive communication home (agenda, phone calls, impromptu encounter, etc)
- Continue with recognition assemblies (invite parents)
- Continue to offer leadership opportunities for students
- Continue to encourage independent learning behaviours (homework done, improved attendance, good test score etc) by rewarding through recognition
- Continue to celebrate success for all learners
- Revise the staff handbook

Structures

- Professional Learning Community
- Virtues Program
- Breakfast Program
- Action Schools BC
- Healthy Schools Program
- Green Team
- Agenda Program
- Caught Being Wild
- PRO D opportunities
- Student Agenda as a communication tool
- Creation of primary music program
- Three Minute Classroom Walk-Throughs

Communication

We believe our communication between school/home/community has improved through the use of various structures/strategies. To facilitate communication the following mediums will be utilized:

- Television in foyer with school events, achievements, pictures, etc
- Defend existing clerical time (cutbacks would negatively impact communication between home & school)
- Newsletters (2/month), classroom notices
- Recognition assemblies – invite parents
- Report cards and informal reports
- Student agendas (notes to and from home entered in agenda)
- Principal attends PAC meetings to inform parents about school achievements, goals and events.
- Open House
- Newspaper
- Radio
- Notices and events posted on school bulletin boards
- PAC/SPC mtgs

Ongoing priorities:

Despite the impact of budget restraints our commitment to providing the best education possible and continuing to build a strong professional learning community is first and foremost. In addition, communication between home and school (newsletters, phone calls, bulletins, etc) must not be negatively impacted due to cutbacks in clerical time.

Parental involvement also remains an ongoing priority. Through PAC, SPC, volunteering and supporting their children at home, parents contribute in many ways to student achievement. By strengthening our relationship with our parents we hope to improve on our 'learning together' and involve families in their child's education from the moment they enter school. Other priorities include:

- Continue to build a successful Professional Learning Community
- Increase number of students meeting expectations in all areas
- Increase student responsibility and accountability
- Opportunities for student leadership
- Increase use of IRP's and performance standards
- Improve communication between home and school
- Continue collaborative relationship with PAC and SPC
- Increase awareness and respect for Aboriginal culture
- Improve school climate
- Utilize Literacy block to its full potential
- Make school an enjoyable experience for all learners
- Recognizing and celebrating student success

The undersigned as members of the School Planning Council authorize this 2009/2010 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