

**School District #70
Gill Elementary
2008 Accountability Contract**

Summary of Review and Analysis of 2007 School Plan

The February 2007 reporting period documents the third year of data collection as a result of the 2003-2004 amalgamation of students from Beaver Creek and Gill Elementary Schools. To date, 20 new students have been incorporated into the June data. 9 students who were part of the 2003-2004 data have left the school. Data has been gathered for reading, mathematics and writing skills. Reading data includes: FSA Grade 4, District # 70 Grade 3 Reading Comprehension, Benchmark, DART and Primary and Intermediate teacher evaluations. Math data includes: FSA Grade 4, District #70 Grade 2 Math Test and Primary and Intermediate teacher evaluations. Writing data includes District #70 Grade 5 Write and Gill Elementary writes conducted in November and May of last year. Teacher evaluations document student progress according to the B.C. Performance Standards. Data regarding student behaviour with respect to the escalation of behaviours on the continuum of violence and school safety has also been collected. During 2006 we will begin documenting social skills through the use of the Social Responsibility performance standards. Goals have been formalized after consultation with teachers, principals and School Planning Council members. Major emphasis for this year will focus on:

1. Working to move students presently meeting minimal expectations into fully meeting
2. Working to move students presently not meeting expectations into minimally meeting expectations or pursuing if specific learning difficulties and student ability must be addressed
3. Working to help 1701 students who fall within the Low Incidence Category and are on modified programs to develop their literacy, mathematical and social skills as far as possible.

Key indicators of student success will be summative and formative assessments that will form the basis for curricular instruction, budgeting for materials and resources, collaborative planning, and ongoing professional and staff development. Efforts will also be made to continue to improve communication of our Accountability Goals with parents and our community through our newsletters and the media.

Goal: 1 To increase the number of students in all grades meeting or exceeding grade level expectations in reading.

Goal: 1A To maintain or increase the number of Aboriginal students meeting or exceeding grades level expectations in reading, especially the Grade 3 cohort group. Note: Our numbers are extremely small.

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Observations: Analysis of June reading data indicated that our target goal of 75% of students meeting expectations in Goals 1 and 1A were met. 188/235 or 80% of students met or fully met reading expectations.

- According to teacher report card data that documents C or higher marks in the intermediate grades and meeting and fully meeting in the primary grades, student achievement in reading in grades 3 and 4 has surpassed projected June targets. Grades 2 and 5 showed a shortfall of 3%. Of concern, is that only 36% of our grade 1s were meeting expectations, 35% were minimally meeting and 29% were not meeting. This grade 1 group will be targeted for the Grade 2 Guided Reading Program during the 2006 school year. It was also noted that this grade level had 5 new students arrive throughout the year. Aboriginal students in all grades except grade 1 have maintained or exceeded targets. 4/6 Aboriginal students met Kindergarten expectations in preparation for reading.
- In 2004-2005 43% or 3 of 7 Aboriginal students in grade 3 cohort fully met or exceeded expectations; 43% were also only minimally meeting expectations. 2006 data indicates a significant improvement of 7/8 students or 88% meeting grade level expectations. This may be attributed to direct classroom intervention through the use of targeted strategies as well as the Reading Intervention Program. As a whole, 22/32 or 68% of Aboriginal students were meeting or fully meeting reading expectations.
- 29 at risk Grade 1,2, 3 students participated in the District Intervention Reading Program showed improvement in their reading skills. This program was extremely successful for students who typically would not have access to the Learning Assistance program but would benefit from some intervention. 8 /29 or 26% of grade 2 and 3 children either achieved Benchmark expectations or were within 2 levels. 3 students in grade 2 showed the most significant gain; increasing over 7 levels. It should be noted that these students had received Learning Assistance as well as English Skills Development service during the year as well. 6/11 grade 1 students or 54 % increased their reading skills to levels, 3, 4, 5. The remaining 5 at risk Grade 1 students showed gains that reached levels 1, 2, or 3 in Benchmark testing.
- DART testing indicated that 36/51 or 71% of grade 4 students met or exceeded expectations. 13/51 or 25% fell within minimally meeting expectations. These students will be targeted for support in Grade 5.

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- A District #70 initiative to track Grade 5 students with a Q, Learning Disabled Ministry 1701 designation in reading and writing progress was initiated during the 2006 school year. June DART results indicated that with program adaptations, 1 of 6 or 17% fully met, 4 of 6 or 66% minimally met and 1 of 6 or 17% did not meet reading expectations. What must be noted is that three years ago, 4 of the students were non-readers. Extensive support through a school based reading intervention program, after school mentoring sessions with parents, and classroom adaptations contributed to significant growth. District Grade 5 results indicated that the writing process for all of our Learning Disabled students was difficult. 1 of 5 students minimally met, one student was absent for the entire session and 4 of 5 students or 80% did not meeting grade 5 writing expectations. Technological support such as the Co-Writer Program was available to assist students with writing. However, the process of extracting ideas from one's head and utilizing either pen or computer to represent the information in a text format proved to be difficult. At present, there is 1 identified Grade 5 Q student.
- Approximately 60% of the school population participated in the At Home Reading Program. It was noted that the primary grades comprised most of the readers.
- June 2006 School District #70 Grade 3 Reading Comprehension Data indicates that 37/52 or 71% of students are fully meeting or exceeding expectations. 51/52 or 98% of students were meeting reading expectations if minimally meeting is included in the calculation. This is the 2002 Kindergarten cohort that had 79% meeting expectations in Benchmarks and 58% meeting expectations in report card data in Grade 1. Dedicated programs such as Success Maker, the District Reading Intervention Program and English Skills Development in conjunction with classroom based strategies and intervention have contributed to this improvement.
- Our goal of moving students from minimally meeting, to meeting reading expectations showed improvement. 17% of the cohort groups in Grades 1 to 4 during the 2005 reporting period were minimally meeting. 13% of the cohort groups in grades 2-5 during the 2006 reporting period were minimally meeting expectations.
- 90 to 100% of parents on the Grade 4 Satisfaction Survey were satisfied with the development of reading skills. 94% of grade 4 students indicated they are getting better at reading. This result is 6% above district and provincial percentages.

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- Our IEP 1701 students on modified programs showed growth within the targets of their individual educational plans. Progress is monitored through portfolios, completed work assignments and informal tests that target letter, word and number recognition.
- District Benchmark results indicate that 53% of Grade 1, 83% of Grade 2 and 84% of Grade 3 students were meeting or exceeding reading expectations.

Recommendations:

To continue with our reporting practices for the 2007 calendar year to more accurately reflect the achievement of all children. 100% of our students in grades K-5 will show improvement in their reading skills as demonstrated by school based DART and Benchmark reading testing administered twice a year, teacher evaluations conducted three times a year, student portfolios and yearly May, SD. #70 Grade 3 Reading Comprehension testing. No less than 75% of these students will show growth to the next performance level. The remaining 25% will show growth within their performance level. The 25% group in our school include students who are not meeting expectations, who are presently meeting minimal expectations or are on modified individual educational programs. Emphasis must be placed on moving students who are minimally meeting into fully meeting expectations, determining the reason why students who are not meeting expectations are experiencing difficulty, and monitoring program results for 1701 students.

To focus on continued improvement in reading skills for all Aboriginal students with emphasis on direct intervention to move students who are presently meeting minimal expectations into the fully meeting category. It should be noted that as of January 2007 we have 47 Aboriginal students out of a school population of 274 and thus data must be interpreted carefully.

Emphasis for the 2007 school year must focus on moving both Aboriginal and Non Aboriginal student populations from the minimally meeting to fully meeting category. Structures must allocate time for students who need support to improve their reading skills but are overshadowed by students with greater learning deficits this at risk population.

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Goal 2 To increase the percentage of students who fully meet or exceed writing expectations in Personal Writing and Writing to Communicate Ideas and Information

Goal 2 A To increase the percentage of Aboriginal students who fully meet or exceed writing expectations in Personal Writing and Writing to Communicate Ideas and Information

Observations: Our May 2006 School Wide Write results for Writing to Communicate Ideas indicated that we met our goal of 75% of students meeting expectations in grades 3 and 4 only.

- Although 12/35 or 35% of grade 1 students were meeting expectations and 12/35 were only meeting minimal expectations; data from 2004 and 2005 grade 1 results indicate that there is a significant drop in grade 1 writing results that reflects the greater writing demands of the grade 1 program. Data over the last three years indicates a trend that this shortfall appears to be overcome in grades 2 and 3 and may begin to deteriorate again in grades 4 and 5.
- Grade 3 surpassed the target and Grade 2 fell 1% short of the 79% target. Grade 4 had a 3% shortfall but also had 5 new students added to the grade level. Grade 5 students showed an 11% shortfall in the school based write but surpassed the District Grade 5 Write target by 7%. It was once again noted that intermediate students appear to be less enthusiastic about the writing process.
- 69/241 or 29% of grade 1-5 students fall within minimally meeting, only 16/241 or 7% of grade 1-5 students are not meeting expectations.
- 2006 FSA results indicate that 44/50 or 91% of students met writing surpassing our projected target of 75% by 16%. 6/7 or 86% of Aboriginal students met writing expectations, a shortfall of 4% of our 2006 target.
- 60- 69% of parents on the 2006 Satisfaction Survey were satisfied with student writing compared to 80% of students who were satisfied with student writing. This percentage is aligned with district and provincial results.

Recommendations:

100% of our students in K-5 will show improvement in their writing ability as demonstrated by the school wide writing program administered two times a year and the SD #70 Grade 5 Write administered in May. No less than 75% of students will show growth to the next performance level. The remaining 25% will show growth within their performance level. Focus for the 2007 calendar year will be taken from the BC. Writing Performance Standards for Writing Stories and Poems.

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Emphasis must be placed on moving the group of children who are meeting minimal expectations into fully meeting. Analysis of the writing indicates that instruction needs to focus on the use of paragraphs to indicate a change in topic, providing lead in and concluding sentences, and using a variety of sentence structures. Also evident was the fact that in some cases students were simply not willing to put forth the effort to complete a written piece of work that fully met expectations and were satisfied with meeting a minimal level. Spelling skills, grammatical accuracy and sentence construction appeared to be relatively strong.

During 2006 our First Nation's Cultural program provided activities such as participating in the District First Nations Festival, opportunities to watch a small totem pole constructed, and story telling with D. Atleo. Many writing activities were part of these programs as well as the construction of Dioramas as part of the Grade 3 study of First Nations.

The **Trend Over Time for Student Data for Gill Elementary** located on the following page document provides several insights regarding student achievement.

1. Direct instruction in the reading process and intervention programs, especially in the primary grades has had a significant impact upon student achievement.
2. Although the 2005 school year was the first year of DART data collection, there is a definite decline in reading performance at the grade 4 and 5 level. Possible factors contributing to this decline may be the difference between reading narrative and informational or non-fiction text, the accuracy of reading questions and responding with enough details, and completing the required tasks. Samples from the DART testing indicated that when students were asked to give two details, they gave one, when they were asked to make an inference it was totally unrelated to the topic, and the completeness of answers was often just "good enough".
3. Teacher report card marks for Language Arts for Grade 4 and 5 students reflected a greater percentage of students meeting performance standard expectations when work was evaluated over the term rather than one sample.
4. 2007 FSA reading results indicate that 38/54 students or 70% fully met reading expectations, surpassing our target of 68% by 10%. 22/27 or 81% of girls and 17/23 or 74% of boys met grade level reading expectations and shows a narrowing of the gap of 7% rather than the 24% gap between female and male reading skills during the 2005 reporting

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period. This increase in Grade 4 male reading skills may reflect the school's continued effort to build reading for information skills.

5. Focusing on the math problem solving, money calculations, and rapid and accurate knowledge of basic facts has shown positive growth in student achievement. FSA results indicate that 80% of our grade 4 students are meeting numeracy expectations with a close correlation among male and female performance. The 2006 FSA results indicated that 43/50 or 86% of students were fully meeting grade level expectations and 1/50 or 5% was exceeding for a combined result of 91% meeting math expectations.
6. Writing skills at the intermediate grades, as measured by the District Grade 5 write and our school based write-ins for grades 4 and 5 are below teacher expectation. Again, the discussion focused on whether the format students are used to in completing a writing piece that involves drafting, editing, and final publication has not been utilized in the graded write ins and that perhaps, we could do the writing piece over a few days rather than in one sitting. The discussion also focused on the fact that some children do not enjoy writing and do just enough to get by. FSA results over the last two years have shown steady growth. 2006 FSA results indicate that 42/50 or 84% fully met writing expectations and 1/50 or 5% exceeded for a total of 89% meeting expectations. Although this is a shortfall of 1% of our target, our school recognizes that we may be starting to see the plateauing of scores in some areas.

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Trend Over Time for Student Data for Gill Elementary School

Assessment	2004	2005	2006	2007
Reading				
Benchmarks % at grade level				
Grade 1 14	27/47= 58%	30/34= 88%	22/43=63%	29/38= 77%
Grade 2 20	45/46= 97%	41/48= 85%	33/40= 83%	30/33= 91%
Grade 3 24	42/52= 81%	43/48= 90%	49/52= 94%	38/39= 97%
DART 4		40/52=77%	36/51=71%	45/52= 82%
DART 5		35/55=64%	27/57=48%	42/49=86%
SD Gd 3 Rdg fully mt or ex	30/50= 60%	31/47= 66%	51/52=98%	34/37= 92%
FSA Grade 4	Total 71% Male 59% Female 82%	Total 69% Male 60% Female 84%	Total 78% Male 74% Female 78%	Total = 70% 38/54
Report Cards Primary Fully Mt or Exceed Intermediate C or better				
Grade 1	27/47= 58%	26/33= 79%	12/34= 36%	29/38= 77%
Grade 2	35/46= 79%	37/48=78%	31/40=78%	25/33=75%
Grade 3	42/52= 81%	34/48= 71%	47/52= 91%	34/41= 83%
Grade 4	52/60= 87%	46/50= 92%	47/51= 91%	52/55=94%
Grade 5	35/49= 72%	46/58= 80%	51/58= 88%	43/49=88%
Math				
SD 70 Gd 2 math fm or ex	29/47=62%	36/47=77%	M/FM 33/40=83% Min included 40/40= 100	
FSA Grade 4	Total 85% Male 85% Female 86%	Total 80% Male 81% Female 79%	Total 89% Male 91% Female= 86%	Total 70% 38/54
Report Marks Primary FM/Ex Int. C or better				
Grade 1	22/47=47%	27/33=82%	27/33= 82%	29/38= 76%
Grade 2	35/46=76%	38/48=80%	38/48=80%	25/33= 76%
Grade 3	40/43=75%	35/48=73%	35/48=73%	32/40=80%
Grade 4	52/54=96%	44/50=88%	44/50= 88%	44/55=80%
Grade 5	40/49=82%	53/61=86%	53/61= 86%	41/49=84%
Writing				
SD 70 Gd 5Min, fully or exceed	44%	19/54=35%	43/56= 77%	46/50= 92%
FSA Grade 4 Meeting expectations	79%	90%	86%	96%
School Wide Write, fully met or exceed				
Grade 1	48%	27/35=77%	12/35= 35%	23/38 = 60%
Grade 2	67%	36/46=78%	33/40= 78%	24/33 = 73%
Grade 3	67%	32/47=68%	45/52=87%	37/40 = 93%
Grade 4	50%	32/50=64%	35/52=67%	50/55 = 90%
Grade 5	60%	28/63=44%	29/53= 55%	46/50 = 92%

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Goal 1: To increase the number of students in all grades meeting or exceeding grade level expectations in reading.

Rationale: 6/34 or 18% of grade ones are minimally meeting, 14/33 or 42% are not meeting grade 1 reading expectations. Data reflects that targeting reading instruction continues to be a school priority. 31% of students in grades 2-5 are only meeting minimal reading expectations.

Objective 1: To provide direct intervention and support to students who are presently meeting only minimal expectations in reading and improve their skills to fully meet grade level expectations.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Kindergarten cohort 2001	02 Results	03 Results	04 Results	05 Results	06 Results	07 Targets
Informal screening	Not Valid	Benchmarks only 22/43= 51%				
Benchmarks			45/46 = 97%	43/48 = 90%		
Report cards			35/46 = 76%	34/48 = 71%	Target 80% Results 47/51=92%	Target 92% Results 42/49=86%
District Reading Assessment				31/47 = 66%		
DART					Target 92% Results 36/51=71%	Target 75% Results 42/49=86%
FSA					Target 69% Results 39/50= 78%	
Kindergarten cohort 2002	03 Results	04 Results	05 Results	06 Results	07 Targets	08 Results
Informal screening	Not Valid					
Benchmarks		26/33= 79%	41/48= 85%	Target 87% Results 49/52= 94%		
Report cards		27/47=58%	37/48= 78%	Target = 73% Results 47/52= 91%	Target 93% Results 52/55=94%	Target 97%
District Reading Assessment				Target 80% Results 51/52= 98%		
DART					Target 85% Results 50/55=90%	Target 100%
FSA					Target 80% Results = 70%	
Kindergarten cohort 2003	04 Results	05 Results	06 Results	07 Targets	08 Results	09 Targets
Informal screening	97%					
Benchmarks		30/34= 88%	Target 90% Results 33/40= 83%	Target 85% Results 38/39= 97%	Target 100%	
Report cards		26/33= 79%	Target 81% Results 31/40= 78%	Target 80% Results 34/41=83%	Target 90%	
District Reading Assessment				Target 80% Results 34/37= 92%		
DART					Target 85%	Target 85%
FSA					Target 85%	

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Kindergarten cohort 2004	05	06	07	08	09	10
Informal screening	70%					
Benchmarks		Target 72% Results 18/34= 53%	Target 60% Results 30/33=90%	Target 100%		
Report Cards			Target 60% Results 25/33=75%	Target 100%		
District Reading Assessment				Target 95%		
DART					Target 90%	Target 95%
FSA					Target 90%	
Kindergarten cohort 2005	06	07	08	09	10	11
Informal screening	21/32 = 66%					
Benchmarks		Target 70% Results 29/38=77%	Target 80% Results	Target 85%		
Report Cards		Target 70% Results 29/38=77%	Target 80%			
District Reading Assessment				Target 75%		
DART					Target 80%	Target 80%
FSA					Target 80%	
Kindergarten cohort 2006	07	08	09	10	11	12
Informal screening	18/21= 86%					
Benchmarks		70%	75%	75%		
Report Cards						
District Reading Assessment						
DART						
FSA						
Kindergarten cohort 2007	08	09	10	11	12	13
Informal screening						
Benchmarks						
Report Cards						
District Reading Assessment						
DART						
FSA						

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Goal 1 A: To maintain or increase the percentage of Aboriginal students meeting or exceeding grade level expectations in reading							
Rationale: 5/37 or 13% of Aboriginal students were minimally meeting reading expectations in reading. 8/37 or 21% of Aboriginal students are not meeting reading expectations. It has been noted that some of these students may require further testing; significant support has been put in place, but their progress has been slow. Please note that our numbers are extremely small.							
Objective 1 A: To provide direct intervention and support to Aboriginal students who are presently meeting only minimal expectations in reading and improve their skills to fully meet grade level expectations.							
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Kindergarten Cohort 2001	02	03	04	05	06	07	
Informal screening	Not Valid						
Benchmarks		2/8	7/8	7/7			
Report Cards			7/8	6/7	Target 7/7 Results 6/8 = 75%	Target 88% Results 6/6=100%	
District Reading Assessment				4/6			
DART					Target 5/6 Results 3/5 = 60%	Target 5/6 Results 6/6=100%	
FSA					3/6 = 50% 86% Participation		
Kindergarten cohort 2002			04	05	06	07	08
Informal screening		Not Valid					
Benchmarks		2/4	4/5	Target 4/5 Results 6/7=86%			
Report cards		2/4	4/5	Target 4/5 Results 5/5= 100%	Target 95% Results 9/11=82%	100%	
District Reading Assessment				Target 4/5 Results 7/7= 100%		100%	
DART					8/11=73%	100%	
FSA					Target 100%		

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Goal 1 A: To maintain or increase the percentage of Aboriginal students fully meeting or exceeding grade level expectations in reading						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Kindergarten cohort 2003	04	05	06	07	08	09
Informal screening Meeting expectations	2/2					
Benchmarks		2/3	Target 2/3 Results 4/6= 67%	Target 69% Results 8/8=100%		
Report cards		2/3	Target 2/3 Results 3/6= 50%	Target 52% Results 8/8=100%	100%	
District Reading Assessment			Target 67% Results 8/8= 100%	Target 90% Results 6/7=86%		
DART					Target 100%	
FSA					Target 95%	
Kindergarten cohort 2004	05	06	07	08	09	10
Informal screening Meeting expectations	3/6					
Benchmarks		Target 4/6 Results 4/8= 50%	Target 52% Results 8/9=89%	100%		
Report cards		Target 4/6 Results 4/11=36%	Target 50% Results 7/9=88%	100%		
District Reading Assessment				Target 90%		
DART					Target 95%	
FSA						
Kindergarten cohort 2005	06	07	08	09	10	11
Informal screening Meeting expectations	Results 4/6= 67%	Target 69% Results 2/4=50%	80%			
Benchmarks						
Report cards						
District Reading Assessment						
DART						
FSA						
Kindergarten cohort 2006	07	08	09	09	10	11
Informal screening Meeting expectations						
Benchmarks		80%				
Report cards		80%				
District Reading Assessment						
DART						
FSA						

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Structures To Achieve Goal 1

1. Continued allocation of .2 Guided Reading Teacher
2. Continuation of .2 English Skills Development Program
3. Utilize a full time Learning Assistance teacher
4. Continued use of collaboration funds for teachers to meet and review reading results, strategies and plan for students who are minimally meeting or not meeting reading expectations. These students may be referred to existing school based Learning Assistance Programs.
5. Continued practice of teachers filling out data sheets at each reporting period for student progress in reading, math, and writing skills according to B.C. Performance Standards. Any students who have not already been targeted in terms of needing additional support are identified and referred to Learning Assistance, ESD, (First Nations, English Skills Development) Program, or Success Maker.
6. Staff Meetings to continue to have topic of Literacy scheduled at each meeting.
7. At Home Reading Program to encourage reading beyond the walls of the school. This program runs from October to May each year and encourages all students to read at home and document each 15 minutes with parental signature. After five hours of reading, sheet is returned to school, student receives a coupon to put in classroom barrel for draw, new sheet is given to student. At monthly assembly, 3 student names from each classroom are drawn and students win book prizes.

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Structures To Achieve Goal 1A

1. Continued allocation of .2 Guided Reading Teacher
2. Continuation of .2 English Skills Development Program
3. Continue to utilize our First Nation Learning Assistance teacher
4. Continued use of collaboration funds for teachers to meet and review reading results, strategies and plan for students who are minimally meeting or not meeting reading expectations. These students may be referred to existing school based Learning Assistance Programs.
5. Continued practice of teachers filling out data sheets at each reporting period for student progress in reading, math, and writing skills according to B.C. Performance Standards. Any students who have not already been targeted in terms of needing additional support are identified and referred to Learning Assistance, ESD, (First Nations, English Skills Development) Program, or Success Maker.
6. Staff Meetings to continue to have topic of Literacy scheduled at each meeting.
7. At Home Reading Program to encourage reading beyond the walls of the school. This program runs from October to May each year and encourages all students to read at home and document each 15 minutes with parental signature. After five hours of reading, sheet is returned to school, student receives a coupon to put in classroom barrel for draw, new sheet is given to student. At monthly assembly, 3 student names from each classroom are drawn and students win book prizes.
8. Continue with Nuu Chuh Nulth Worker Program. This worker supports our First Nations students in and out of the classroom setting. Duties include but are not limited to: one on one classroom support with First Nations students, liaising with the home to address concerns as well as celebrate successes, gathering First Nations narrative and content texts, organizing events to recognize the First Nation's culture.
9. Continue with English Skills Development Program. This program addresses the concern that many of our First Nations students may be able to read a text but do not have a strong enough word base to attach meaning to what they read. Emphasis is placed on vocabulary development and comprehension skills.

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Goal 1 To increase the number of students in all grades meeting or exceeding grade level expectations in reading	
SCHOOL INITIATIVES / STRATEGIES	TIMELINE / STATUS
1. A Guided Reading Program will be introduced at the Grade 2 and 3 level to address the needs of our primary readers. The strategies and resources will be shared with all staff with the hope of extending the program in future years.	Sept 07-June 08.
<p>2. Grade 1-5 students will be introduced to or review Reading 44 Strategies. Strategy per month to be chosen at Literacy portion of Staff Meetings, focus on 1 strategy per month in the classroom. Will also include targeted strategy in school newsletter to parents so they may practice strategy at home with students, also put strategy of the month on Parent Display Board. Strategies That Work, and lesson plans from the Guided Reading Program will also be shared.</p> <ul style="list-style-type: none"> • <u>Jerry L. John's Teaching Beginning Readers, Reading and Learning Strategies for Intermediate Students</u> and <u>Primary Success Program, Successful Reading, Successful Phonics, Grades 1, 2, and 3</u> will support strategies. We will also use a new book, <i>Wintertickle Press, Reading Strategies, A Parent's Guide</i> in our newsletters. • Faye Brownlie CDs on Literacy to continue to be used as support. • Literature Circles will be introduced to intermediate students in the winter of 2008. 	<p>All Staff, All Parents Sept 07-June 08</p> <p>We believe the use of the underlined materials combined with Reading 44 strategies has made a significant difference in the Primary Grades. These programs also have a parental/at home practice piece for parents.</p>
3. Library open at lunch for students who want help with reading assignments not completed during class, reading homework assignments or content based projects. This program has been operational for the last three years and has been effective to ensure students complete work or get the extra help they need.	Sept 07-June 08
4. Filling out data sheets at each reporting period clearly documents student progress and where student intervention needs to be addressed. This allows student names to be put forward to School Based Teams and decisions for intervention or further testing is generated.	<p>Sept 07-June 08</p> <p>Has been in operation for the last two years, clearly identifies at risk students.</p>
5. Invitation extended to parents once again to participate in mentoring sessions to build reading skills at home with children. 7 parents were given at home materials to augment reading skills.	October 07-June 08
6. At home reading program to be continued. Buddy classes throughout the school will continue.	<p>All Teachers/All parents October 06-May 07</p>
7. Agendas in grades 3,4, 5 to be used as communication tool between school and parent re student progress and unfinished assignments that are impacting upon achievement. Primary teachers will continue to use phone calls, notes	Sept. 07-June 08

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Goal 1 A To increase the number of Aboriginal students in all grades meeting or exceeding grade level expectations in reading	
SCHOOL INITIATIVES / STRATEGIES	Person/People TIMELINE / STATUS
1. A Guided Reading Program will be introduced at the Grade 2 and 3 level to address the needs of our primary readers. The strategies and resources will be shared with all staff with the hope of extending the program in future years.	Sept 07-June 08.
2. Grade 1-5 students will be introduced to or review Reading 44 Strategies. Strategy per month to be chosen at Literacy portion of Staff Meetings, focus on 1 strategy per month in the classroom. Will also include targeted strategy in school newsletter to parents so they may practice strategy at home with students, also put strategy of the month on Parent Display Board. Strategies That Work, and lesson plans from the Guided Reading Program will also be shared. <ul style="list-style-type: none"> • <u>Jerry L. John's Teaching Beginning Readers, Reading and Learning Strategies for Intermediate Students</u> and <u>Primary Success Program, Successful Reading, Successful Phonics, Grades 1, 2, and 3</u> will support strategies. We will also use a new book, <u>Wintertickle Press, Reading Strategies, A Parent's Guide</u> in our newsletters. • Faye Brownlie CDs on Literacy to continue to be used as support. • Literature Circles will be introduced to intermediate students in the winter of 2008. 	All Staff, All Parents Sept 07-June 08 We believe the use of the underlined materials combined with Reading 44 strategies has made a significant difference in the Primary Grades. These programs also have a parental/at home practice piece for parents.
3. Library open at lunch for students who want help with reading assignments not completed during class, reading homework assignments or content based projects. This program has been operational for the last three years and has been effective to ensure students complete work or get the extra help they need.	Sept 07-June 08
4. Filling out data sheets at each reporting period clearly documents student progress and where student intervention needs to be addressed. This allows student names to be put forward to School Based Teams and decisions for intervention or further testing is generated.	Sept 07-June 08 Has been in operation for the last three years, clearly identifies at risk students.
5. At home reading program to be continued. Buddy classes throughout the school will continue.	October 07-May 08
6. Agendas in grades 3,4, 5 to be used as communication tool between school and parent re student progress and unfinished assignments that are impacting upon achievement. Primary teachers will continue to use phone calls, notes	Sept. 07-June 08
7. A Guided Reading Program will be introduced at the Grade 2 and 3 level to address the needs of our primary readers. The strategies and resources will be shared with all staff with the hope of extending the program in future years.	Sept 07-June 08.
8. Jerry L. John's Informal Reading Inventory to document student reading baseline in English Skills Development Program. <u>For the Love of Words, Good Apple Inc. Primary Word Wealth, Milliken, Publishing, Specific Skills Series, Curriculum Associates</u> to be used as instructional vehicles.	Oct. 07- May 08
9. .2 Nuuh Chuh Nulth Worker in classroom supporting at risk students and relaying concerns to parents via home visits.	Sept 07- June 08
10. Continue to purchase First Nations texts from school based resources as school based resources and borrow reading materials from District #70 Resource Center to have First Nations reading materials available in each classroom.	Sept 07- June 08

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Goal 2: To increase the number of students in all grades who fully meeting or exceed writing expectations in Personal Writing and Story Writing

Rationale: Both the District #70 Grade 5 Write and teacher evaluations indicate there are a significant number of students within the minimally meeting category and not meeting categories. In analyzing student samples, it appeared that in many cases the mechanics of writing were well developed in terms of sentence construction, weaknesses appeared to lie in the sophistication of vocabulary used, providing enough details with the main idea, using an introductory and concluding sentence and arranging paragraphs. There is also the very difficult factor to measure and that is student engagement towards the assignment.

Objective 1: To provide direct intervention and support to students who are presently meeting only minimal expectations in reading and improve their skills to fully meet grade level expectations.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Kindergarten cohort 2002	03	04	05	06	07	08
Informal screening Meeting expectations	Not Valid					
School Wide Write		48%	36/46= 78%	Target 80% <u>Results</u> 45/52=87%	Target 89% <u>Results</u> 50/55=90%	100%
FSA					Target 89% Results =96% 49/51	
District Wide Write						100%
Kindergarten cohort 2003	04 Results	05	06	07	08	09
Informal screening Meeting expectations	97%					
School Wide Write		27/35= 77%	Target 79% <u>Results</u> 33/40= 78%	Target 80% <u>Results</u> 33/40=83%	Target 100%	
FSA					Target 95%	
District Wide Write						
Kindergarten cohort 2004	05	06	07	08	09	00
Informal screening Meeting expectations	70%					
School Wide Write		Target 72% <u>Results</u> 12/35= 36%	Target 50% <u>Results</u> 24/33=73%	Target 100%		
FSA						
District Wide Write						
Kindergarten cohort 2005	06	07	08	09	10	11
Informal screening Meeting expectations	<u>Results</u> 21/32= 66%	Target= 68% <u>Results</u> 23/38=60%	Target 100%			
School Wide Write						
FSA						
District Wide Write						

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Kindergarten cohort 2006		08	09	10	11	12
Informal screening Meeting expectations						
School Wide Write		Target 100%				
FSA						

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Goal 2 A: To increase the number of Aboriginal students fully meeting or exceeding grade level expectations in Personal Writing and Writing to Communicate Ideas and Information.						
Rationale: 19/45 or 42% of Aboriginal students in grades 1-5 are not yet meeting minimal expectations in writing. Please note that our numbers are extremely small.						
Objective 1: To provide direct intervention and support to Aboriginal students who are presently meeting only minimal expectations in reading and improve their skills to fully meet grade level expectations.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Kindergarten cohort 2001	02	03	04	05 Results	06 Targets	07 Results
Informal screening Meeting expectations	Not Valid	Not Valid				
School Wide Write			67%	8/10	Target 80% <u>Results</u> 3/8= 38%	Target 90% <u>Results</u> 2/8=25%
FSA					Target 90% <u>Results</u> 6/7= 86%	
District Wide Write						
06	03	04	05	06	07	08
Target 80% <u>Results</u> 6/8=75%	Not Valid	48%	6/8		Target 80% <u>Results</u> 10/12=83%	Target 100%
FSA						
District Wide Write						
Kindergarten cohort 2003	04	05 Results	06	07	08	09
Informal screening Meeting expectations	97%					
School Wide Write		5/6	Target 83% <u>Results</u> 3/6= 50%	Target 83% <u>Results</u> 3/6=50%	Target 90%	
FSA					Target 90%	
District Wide Write						

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Kindergarten cohort 2004	05 Results	06	07	08	09	00
Informal screening Meeting expectations	70%					
School Wide Write		Target 72% Results 5/11= 45%	Target 50% Results 8/11=73%	Target 100%		
FSA						
District Wide Write			100%			
Kindergarten cohort 2005	06	07	08	09	10	11
Informal screening Meeting expectations	<u>Results</u> 4/9= 44%	Target 50% <u>Results</u> 3/8=38%	Target 100%			
School Wide Write						
FSA						
District Wide Write						
Kindergarten cohort 2006		08	09	10	11	
Informal screening Meeting expectations						
School Wide Write		Target 100%				
FSA						

Please note that Mask according to FSA results means the sample was too small to calculate.

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Structures to Achieve Goal 2

1. Continue .1 English Skills Development Program to assist students in building word meaning. Students with minimal expectations in writing often have a small stock of words to apply to their writing.
2. Collaboration dollars will once again be used to analyze November School Wide Writes and plan for instruction.
3. Continued practice of teachers filling out data sheets progress in reading, math, and writing skills according to B.C. Performance Standards. Any students who have not already been targeted in terms of needing additional support are identified and referred to Learning Assistance, ESD Program, or Successmaker.
4. All teachers in Grades 2 to 5 will begin the year with the expectation that student writing that is responding to questions from text in a written format and sentences constructed from spelling vocabulary will be written with spelling and grammatical accuracy. Journal writing will respect the fact that the focus is on free flow of thought and story construction will allow the editing process to take place for final copies.

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Structures to Achieve Goal 2 A

1. Continue .1 English Skills Development Program to assist students in building word meaning. Students with minimal expectations in writing often have a small stock of words to apply to their writing.
2. Continue to apply for funds from Director First Nations, to encourage all students but especially our Aboriginal students to experience story telling with elders and artists.
3. Collaboration dollars will once again be used to analyze November School Wide Writes and plan for instruction.
4. Continued practice of teachers filling out data sheets progress in reading, math, and writing skills according to B.C. Performance Standards. Any students who have not already been targeted in terms of needing additional support are identified and referred to Learning Assistance, ESD Program, or Successmaker.
5. All teachers in Grades 2 to 5 will begin the year with the expectation that student writing that is responding to questions from text in a written format and sentences constructed from spelling vocabulary will be written with spelling and grammatical accuracy. Journal writing will respect the fact that the focus is on free flow of thought and story construction will allow the editing process to take place for final copies.
6. Continue with weekly NEW visits and direct aboriginal themed activities

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<p>Goal 2 To increase the number of students in all grades who are fully meeting or exceeding expectations in Personal Writing and Writing to Communicate Ideas and Information Goal 2 A: To increase the percentage of Aboriginal students fully meeting or exceeding grade level expectations in Personal Writing and Story Writing</p>	
SCHOOL INITIATIVES / STRATEGIES	TIMELINE / STATUS
The strategies listed below apply to both goals 2 and 2A	
Coordinate materials and people to focus on Aboriginal story telling, tales. Aim for at least 3 events that are beyond regular activities offered by M. Eaton as our .2 Nu Chuh Nulth Worker	Sept. 07- June 08
Continue with samples of student writing from all children to be included in school newsletters and in local paper to give students a reason for writing. Also intended to reflect goals in newsletter and provide communication to parents.	Oct. 07- June 08
Personal dictionaries into which students have written additional words that they like to apply to their writing are available for all students. Some students may have additional copies of this dictionary at home for homework use. Students in grades 1-3 have used word wallets, word wall to assist with a correct spelling of words. Grade 5 students have conventional dictionaries and thesauruses in each classroom. Available for all students	Sept 07-June 08
Laminated cards have been made for each classroom to support, who/which clauses, opening sentence ideas, primary story sequence, connecting words to enrich and expand written language. Cards are taken from writing in service attended by H. Mallory with Anne Kline and Meagan Sloan and provide visual cues and reminders for writing. Writing Stories and Poems is our focus this year. <u>Lingui Systems, 100% Writing</u> , will be used as reference for teachers regarding types of poetry such as Haiku, Acrostic, Cinquain, <u>Jerry L. Johns, Improving Writing</u> will be used as reference for writing frames for story construction at primary and intermediate levels. Available to all students.	Sept 07-June 08 Graphic organizers used from Jerry L. Johns for informational writing supported 1701 LD. students in meeting expectations in grade 4, 5
Continue with Librarian and Teacher providing direct instruction in writing information; how to collect notes, how to organize notes, how to label diagrams, introductory sentence, concluding sentence. This is not typical of how many library programs operate. Available to all children.	Sept 07-May 08
Two school wide writes will be scheduled, one in November, one in April and student results analyzed. Collaborative meetings using collaboration dollars scheduled after each session. School wide writes drive classroom instructional practices.	Nov 07- May08
Primary Success Homework Calendars to be sent home each month for all children in grades 1, 2, 3. Suggestions for fun things to do at home each evening that are quick and review variety of skills.	Sept. 07-June 08
Continue with writing for a wider audience as a way to encourage writers especially in the intermediate grades. The pilot project introduced in Sept 05 where students not the principal wrote about school activities newsletter and were recognized as the authors worked well.	Sept. 07