

**School District #70
Wood Elementary**

Summary of Review and Analysis of 2007 School Plan

Goal 1: To have every student in our school wide reading program reach their potential, including designated students. This year we will separate those minimally meeting and those fully/exceeding with the goal to raise students who minimally meet but should be able to fully meet expectations.

Observations:

Our objectives were to increase reading comprehension for all students. Our school wide reading program remains our most important structure for this goal. We are pleased with the results our students achieved. This year, we were very pleased with the growth in reading of our special needs students involved in the school wide reading.

In primary, our bench mark results were very close to our targets. Discrepancies were the result of student transfers (in and out). We are very pleased again with the progress of our grade 1 group, many of which were reading at low levels at Christmas. We feel the district primary intervention program was a positive factor in their progress.

BM target – grade 1-18/22	grade 2-22/26	grade 3-18/19
Results ----grade 1-17/20	grade 2-22/29	grade 3-17/20

In the intermediate grades, there were 4 students who were close to meeting expectations but did not. We were very pleased with the grade 5 results. Twelve students who minimally met expectations last year in grade 4, fully met in grade 5.

Dart target – grade 4-36/39	grade 5-35/38
Dart results- grade 4-31/36	grade 5-43/44

Recommendations:

We will continue to utilize the school wide reading program as a primary structure to increase the reading comprehension of all our students. We will seek ways to improve or enhance our program.

We will continue to closely monitor the progress of students with special needs.

This year, we will place the emphasis on aboriginal students, special needs students and a small group of students who are close to meeting expectations.

Goal 1A: Improve students' reading results to have a higher percentage of Aboriginal students reading at grade level.

Observations:

Our reading structure has continued help Aboriginal students make good progress. Although many are meeting expectations, a few are not. Those who did not, have been referred for psych-ed testing as they are significantly behind grade level.

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BM results – grade 1-3/5 grade 2-4/6 grade 3-6/6
Dart results – grade 4-2/3 grade 5-6/7

Recommendations:

Continue this goal for aboriginal students. Monitor the progress of those who have learning disabilities and those who have been referred for psych-ed testing.

Goal 2: To increase the level of social responsibility in our school population.

Observations: Incidents of poor behaviour at assemblies decreased as the year went on. Four students who did not meet expectations in the area of Social Responsibility are designated for reasons which contribute to their not meeting expectations. Forty-five students had incidents recorded in the behaviour book. One third of these had only one incident recorded. Eight students had more than 5 incidents. Of these, 6 will be attending Wood School next year. These students all were not meeting expectations according to the Social Responsibility performance standards. Overall, the number of incidents has decreased as the year progressed. On 2 occasions (Remembrance Day assembly, grade 5 swimming session) an adult not associated with the school had commented how well behaved the students were. (Data attached)

Recommendations: We will continue social responsibility programs like Virtues and FRIENDS. We will continue to reinforce and practise appropriate public behaviour. We will continue to record behaviour concerns in the behaviour book which the administrators will monitor. As there are few students who are not meeting expectations and are behaviour concerns, there will be more of a focus on these individuals in helping them to meet expectations.

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2008 School Plan

Goal 1: To have every child in our school wide reading program reach their potential, including those designated students. This year we will pay close attention to a group of students who are not meeting expectations in Reading. (June 2008 is target date)

Rationale: We have kept close track on the progress of our students, to the point where we know which students should meet expectations and which will not. Those who do not will be monitored closely to see if an adaptation may be needed. Those who are designated, but are included in our reading groups, will have their progress monitored.

Objective 1: Increase the achievement of students in primary grades.

ASSESSMENT INSTRUMENT	2002 /03	2003 /04	2004/05 RESULT	2005/06 RESULT	2007 TARGET	2007 RESULT	2008 TARGET	2008 RESULT	2011 TARGET
Benchmarks Grade 3	93%	95%	93% 45/47 not met (2)	95% 35/37	95% 18/19	85% 17/20	77% 23/30		95%
Benchmarks Grade 2	88%	94%	97% 36/37 met	80% 20/25	84% 22/26	76% 22/29	89% 17/19		90%
Benchmarks Grade 1	64%	82%	84% 26/31 met	86% 24/28	76% 16/21	85% 17/20	83% 19/23		85%
Grade 3 Dist. Assess.	94% 29/31	81% 29/36	81% 34/42	97% 37/38	95% 18/19	100% 18/18	77% 23/30		95%

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Objective 2: Increase comprehension results in intermediate grades.

Assessment Instrument	2002/03	2003/04	2004/05 Results	2005/06 Results	2007 Target	2007 Results	2008 Target	2008 Results	2011 Target
DART Gr. 5	N/A	N/A	80% 37/46 baseline	94% 31/33	92% 37/40	98% 43/44	89% 32/36		95%
DART Gr. 4	N/A	N/A	75% 27/36 baseline	82% 40/49	94% 36/38	86% 31/36	95% 18/19		90%
FSA - Gr. 4	81%	64%	81% met	41/47** 87%	36/38 94%	86% 31/36	95% 18/19		90%
Satisfaction Survey-Gr.4	89%	96%	97% met	85%*	90%	81% 32/40	90% 22/24		90%

*"I'm getting better at reading" (All of the Time or Many Times responses combined in data by the Ministry). 100% of students with the ability to perform the survey participated.

**45/47 eligible students participated in the FSA. Two students were absent for a lengthy period.

Objective 3: Increase number of boys reading at grade level in intermediate grades.

ASSESSMENT INSTRUMENT	2004/05 RESULTS	2005/06 RESULTS	2007 TARGET	2007 Results	2008 Target	2008 Results	2011 Target
DART Gr.5	90% 18/20 baseline	90% 18/20	95% 20/21	95% 20/21	89% 17/19		95%
DART Gr.4	74% 17/23 baseline	85% 17/20	95% 21/22	91% 20/22	100% 9/9		95%

Structures:

- School-wide Reading Program
- Collaborative Planning Days & Grant
- Learning Assistance Intervention
- Successmaker Lab
- Literacy Support Teacher
- Literacy Initiative Grant

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SCHOOL INITIATIVES / STRATEGIES	TIMELINE / STATUS
Expand collection of resources to facilitate number of students progressing beyond grade level.	Ongoing
Use Reading Response Passages as fall assessment to guide instructional strategies (gr 3-5)	Fall 2007
Make more frequent changes in groups at the upper intermediate and upper primary ends to facilitate exposure to numerous styles and a greater variety of strategies	Every two months or less
Continue Collaborative planning time to do literacy planning and support. Make use of staff expertise within these meetings.	3-4 Times per year
Monitor achievement of grade 4 and 5 boys in reading (SD concern for this group) using report card data (Lang Arts marks) and plan intervention as needed	Dec. 2007 Mar. 2008
Place special needs students, especially LD in primary and intermediate groups to provide extra instructional support	Ongoing

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Cohort	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Kindergarten 2000/01	2001/02 Benchmarks	2002/03 Benchmarks 88%	2003/04 Benchmarks 95%	2004/05 DART baseline Result: 75% GAP Target 89% Results: 85% FSA 81%	2005/06 DART Target:80% Result: 94% GAP Target 90% Results:	
Kindergarten 2001/02	2002/03 Benchmarks 64%	2003/04 Benchmarks 94%	2004/05 Benchmarks Target: 95% Results: 93% District Assessment 81%	2005/06 DART Target:80% Results: 82% Target: 89% Results: FSA Target:81% Results 87%:	2007 DART Target 92% 37/40 Results 98% 43/44	
Kindergarten 2002/03	2003/04 Benchmarks Results: 82%	2004/05 Benchmarks Target:86% Results: 97%	2005/06 Benchmarks Target: 97% Results 92% District Assessment 97%	2007 DART Target 92% 36/39 Results: 86% 31/36 FSA target 36/38 94% Results 31/36 86%	2008 DART Target 89% 32/36 Results	
Kindergarten 2003/04	2004/05 Benchmarks Target: 84% Results 84%	2005/06 Benchmarks Target: 85% Results: 80%	2007 Benchmarks Target 95% 18/19 Results 85% 17/20 District Assessment Target 88% 21/24 Results 100% 18/18	2008 DART Target 95% 18/19 Results FSA Target Results	2009 DART	
Kindergarten 2004/05	2005/06 Benchmarks Target: 83% Results 86%	2007 Benchmarks Target 84% 22/26 Results 76% 22/29	2008 Benchmarks Target 77% 23/30 District Assessment Target 77% 23/30	2009 DART	2010 DART	
Kindergarten 2005/06	2007 Benchmarks	2008 Benchmarks	2009 Benchmarks	2010 DART	2011 DART	

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	Target 76% 16/21 85% 17/20	Target 89% 17/18 Results				
Kindergarten 2006/2007	2008 Benchmarks Target 83% 19/23	2009	2010	2011	2012	

Goal 1A: Maintain the results of those aboriginal students meeting expectations, and have those not meeting continue to make progress.

Rationale: We are proud of these students; all of them have done very well. We want them to continue on the track they are on.

Objective 1a: To maintain primary students' Benchmarks results for Aboriginal students.

Assessment Instrument	2002/03	2003/04	2004/05 Results	2005/06 Results	2007 Target	2007 Results	2008 Target	2008 Results	2011 Target
Benchmarks Grade 3	80%	100%	75% 6/8 not met	100% 5/5	100% 6/6	100% 6/6	67% 4/6		95%
Benchmarks Grade 2	80%	88%	66% 4/6 not met	86% 6/7	71% 5/7	67% 4/6	83% 5/6		90%
Benchmarks Grade 1	Only 1 Student	60%	83% 5/6 met	75% 6/8	50% 3/6	57% 4/7	100% 6/6		85%
Grade 3 District Assessment	88% 7/8	63% 5/8	43% 3/7	100% 5/5	100% 6/6	100% 6/6	67% 4/6		95%

Objective 2a: Maintain intermediate Aboriginal students' reading comprehension on the DART.

Assessment Instrument	2003/04	2004/05	2005/06 Results	2007 Target	2007 Results	2008 Target	2008 Results	2011 Target
DART Grade 5	N/A	70% 7/10	100% 8/8	71% *5/7	86% 6/7	67% 2/3		85%
DART Grade 4	N/A	87% 7/8 Baseline	70% 7/10	100% 3/3	66% 2/3	100% 6/6		85%

*The discrepancy between this year's grade 5 population and last year's grade 4 population is due to students moving to other schools.

Structures:

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- School-wide Guided Reading Program
- Nuu Chah Nulth Education Worker
- Literacy Support Teacher
- Collaborative Planning Days
- FN Learning Assistance
- Successmaker Lab
- Literacy Initiative Grant
- Collaborative Planning

SCHOOL INITIATIVES / STRATEGIES (beyond those used for other students)	TIMELINE / STATUS
Expand collection of Aboriginal resources	Ongoing
Targeted LA time (possibly with Successmaker Program) outside of School-wide Reading Program	Ongoing
Place NEW as support in Reading groups and classrooms with targeted students.	Ongoing (when available)
Try new initiative of NEW running tutoring program	Fall of 2007

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Goal 2: To maintain the level of social responsibility in our school population.

Rationale: Although we were pleased with the growth in this area, we will continue to reinforce expectations with students, and we will focus on a group of students that are of concern in this area.

Objective 1: Maintain the number of students meeting expectations in Social Responsibility – audience and public appropriate behaviour.

Description of desired behaviours:

During fieldtrips, students will stay together, keep their hands off each other while listening and responding.

Students will behave accordingly during no talking times and quiet talking times

Students will respond appropriately as an audience by clapping (no stomping, booing, hooting, whistling, yelling...)

Students will walk in an orderly fashion and will be respectful to all adults, students and surroundings

Student should be attentive to situations, and safety in situations.

Students should be aware of the effect of their actions.

Students will look after themselves, their partner and others

How to attain desired behaviours:

Model, practise, praise and enforce.

Teach expectations and add frequent reminders (PA, classroom...)

Recognize individual differences.

Develop consequences for positive and negative behaviours related to objective.

Communicate with parents.

Role play (positive and negative)

Assembly behaviour – identify concerns and practise (keep lists)

How do we know we've accomplished our goal:

Shorter lists of individuals identified as concerns

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Decreased number of incidents written up in behaviour book.

Outside recognition of student behaviour. (pool, guests, museum....)

Assessment Instrument	2007 baseline	2008		
K Performance Standards	95% 20/21			
Grade1 Performance Standards	86% 19/22*			
Grade 2 Performance Standards	90% 28/31			
Grade 3 Performance Standards	83% 19/23**			
Grade 4 Performance Standards	90% 37/41			
Grade 5 Performance Standards	NA			
Number of incidents in behaviour book	***			
Number of students identified with concerns at assemblies	Beginning of year – 16 Mid – 5 End - 3			

*One student is designated for reasons which contribute to not meeting expectations.

**Three students are designated for reasons which contribute to not meeting expectations.

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***45 students had incidents recorded in the behaviour book. One third has one incident recorded. Eight students have more than 5 incidents. Of these, 6 will be attending Wood School next year. These students all were not meeting expectations according to the social responsibility performance standards. Overall, the number of incidents has decreased as the year progressed.

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Confidential list of students who are not meeting who could minimally meet expectations in reading. (based on DART or benchmarks)

Targets and results for specific students are being monitored. This information is kept in confidential files.

Confidential list of designated students who will participate in the reading program and have their growth monitored.

Targets and results for specific students are being monitored. This information is kept in confidential files.

Individual results in confidential file.

Confidential list of students who are not designated but will not meet reading expectations (based on progress over time).

Targets and results for specific students are being monitored. This information is kept in confidential files.

Individual results in confidential file.

Confidential list of students who do not meet expectations in the area of Social Responsibility and/or is a behaviour concern.

Targets and results for specific students are being monitored. This information is kept in confidential files. Individual results in confidential file.