School District #70
Gill Elementary
2009 Accountability Contract

The following document is the Gill Elementary School 2009 Accountability Contract. The purpose of this document is to give as overall analysis of the Reading and Writing data collected from 2008. The Gill staff has been able then to make recommendations and performance targets for 2009 based on the 2008 B.C. Performance Standards data and K-present cohort data. There are a number of district level structures and school strategies/initiatives that will be utilized to meet these targets that will be outlined at the end of each goal.

Reading Summary of Results from 2008

Key indicators of student success continue to be based on summative and formative assessments based on provincial performance standards. Analysis of June 2008 reading data indicates that our overall target goal of 85-100% of students meeting expectations in Goals 1 and 1A was marginally met. We are pleased with the results of 179/210 (85%) of students meeting or fully meeting reading expectations. This is compared to the fall pre-assessment of 159/203 (78%) of students meeting or fully meeting reading expectations. Highlighted of the data consist of;

- 82% of Grade 1, 76% of Grade 2 and 75% of Grade 3 students were meeting or exceeding reading expectations based on District Benchmark results indicate
- Overall, fall benchmarks were below the district mean for grade 3, but our student spring benchmarks were higher than the district, showing a greater than average increase in individual benchmark performance.
- It should be noted that 21% of all students exceeded reading expectations in Spring 2008.
- In 2007-2008, 7/10 (70%) of Aboriginal students in the grade 3 cohort fully met or exceeded expectations. As a whole, 37/49 (76%) of Aboriginal students met or fully met reading expectations. 5/11 (45%) Aboriginal grade two students were exceeding expectations.
- 32/36 (89%) of our grade three students met or fully met expectations on the District Wide reading assessment.
- Intermediate reading assessments indicated that 41/44 (93%) of grade 4 students met or exceeded expectations and 53/56 (95%) of our grade fives fell within minimally meeting to fully meeting expectations.
- Our IEP 1701 students on modified programs showed growth within the targets of their individual educational plans. Progress is monitored through portfolios, anecdotal information, completed work assignments and informal tests that target letter, word and number recognition.

Recommendations for 2009:

- Continue to utilize Filemaker Pro as a database for tracking student performance
- We will continue with our reporting practices for the 2009 calendar year to accurately reflect the achievement of all Gill students.
- Continue to work toward 100% of all students showing improvement in their reading skills as demonstrated by best practice assessment tools such as portfolios, Performance Standard assessments, and district Common Grade Assessments
- Trends over time indicate a mean and mode average Benchmark increase of 6 for grade two students. This is a goal we will continue to target with our current grade two's, regardless of their starting performance level.
- Continue to monitor program and results for 1701 students.
- Assessment results will form the basis for curricular instruction, budgeting for materials and resources, collaborative planning, and ongoing professional and staff development.
- Continue efforts to improve communication of our Accountability Goals to parents and our community through our newsletters and the media.
- Emphasis for the 2009 school year must focus on improving achievement of all students in Reading based on B.C. Performance Standards. It is important, then, for structures to be allocated for students who need support to improve their reading skills.

School District #70
Gill Elementary
2009 Accountability Contract

Goal 1: To increase the number of students in all grades meeting or exceeding grade level expectations in reading**.**
R**ationale:** Despite the many highlights in the 2008 student performance, data reflects that targeting reading instruction continues to be a school priority. 34% of students in grades 1-5 were not yet or minimally meeting reading expectations in Spring, 2008.
Objective 1: To provide direct intervention and support to students who are presently meeting only minimal expectations in reading to fully meet grade level expectations in all B.C. Performance Standard strands.

Reading Comprehension Results by Cohorts

Reading Results	K	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Kindergarten 2003/04		**2005 Benchmark** 30/34 (88%)	**2006 Benchmark Target** 90% **Results** 33/40(83%)	**2007 Benchmark Target * 85% Benchmark Results** 38/39 (97%) **District Reading Target** 80% **District Reading** 34/37 (92%)	**2008 DART Target 85% Results** 40/44 (91%) **FSA Target 85% Results** 27/44 (61%)	**2009 DART Target 95%**
Kindergarten 2004/05	**Informal Screening 70%**	**2006 Benchmark Target** 72% **Results** 18/34 (53%)	**2007 Benchmark Target** 60% **Results** 30/33 (90%)	**2008 Benchmark Target** 100% **Results** 27/36 (75%) **District Reading Target** 75% **Results** 32/36 (89%)	**2009 DART Target** 90% **FSA Target** 85%	**2010 DART Target** 80%
Kindergarten 2005/06	**Informal Screening** 21/32 (66%)	**2007 Bench mark Target** 70% **Results** 29/38 (77%)	**2008 Benchmark Target** 80% **Results** 31/41(76%)	**2009 Benchmark Target** 80% **District Reading Target** 80%	**2010 DART Target** 85% **FSA Target** 70%	**2011 DART Target** 90%
Kindergarten 2006/2007	**2007 Informal Screening** 18/21 (86%)	**2008 Benchmark Target** 90% **Results** 27/33 (87%)	**2009 Benchmark Target** 95% **Results**	**2010 Benchmark Target District Reading Target**	**2011**	**2012**
Kindergarten 2007/2008	**2008**	**2009 Benchmark Target 95% Results**	**2010 Benchmark Target Results**	**2011 Benchmark Target District Reading Target**	**2012**	**2013**

School District #70
Gill Elementary
2009 Accountability Contract

B.C. Performance Standard and Benchmark Reading Data for Fall 2007 and Spring of 2008

Reading	NYM	MM	FM	EE
Fall Grade 1 Aboriginal	14/33 = 42% 2/6	6/33 = 18% 3/6	10/33 = 30% 1/6	
Spring Grade 1 Aboriginal	6/33 = 18% 3/7	13/33 = 39% 2/7	8/33 = 24% 2/7	6/33 = 18% 0/7
Fall Grade 2 Aboriginal	16/39 = 41% 5/9	2/39 = 5% 0/9	21/39 = 54% 4/9	
Spring Grade 2 Aboriginal	10/41 = 24% 4/11	3/41 = 7% 0/11	10/41 = 24% 2/11	18/41 = 44% 5/11
Fall Grade 3 Aboriginal	6/35 = 17% 1/10	2/35 = 6% 1/10	27/35 = 75% 8/10	
Spring Grade 3 Aboriginal	9/36 = 25% 3/10	1/36 = 3% 0/10	13/36 = 36% 5/10	13/36 = 36% 2/10
Fall Grade 4 Aboriginal	4/40 = 10% 2/9	22/40 = 55% 4/9	14/40 = 35% 3/9	
Spring Grade 4 Aboriginal	3/44 = 7% 1/12	7/44 = 16% 4/12	33/44 = 75% 7/12	1/44 = 2% 0/12
Fall Grade 5 Aboriginal	2/56 = 4% 0/10	31/56 = 55% 4/10	24/56 = 43% 6/10	
Spring Grade 5 Aboriginal	3/56 = 5% 1/9	19/56 = 34% 3/9	28/56 = 50% 4/9	6/56 =11% 1/9
Fall Total Aboriginal Students	10/44 = 23%	12/44 = 27%	22/44 = 50%	
Spring Total Aboriginal Students	12/49 = 24%	9/49 = 18%	20/49=41%	8/49=16%
Fall Total Students	42/203 = 21%	63/203 = 31%	96/203 = 47%	
Spring Total Students	31/210 = 14%	43/210 = 20%	92/210 = 44%	44/210 = 21%

School District #70
Gill Elementary
2009 Accountability Contract

Structures to Improve Student Achievement:

- Grade 2 and 3 students will participate in a guided reading group for the entire year (3 times per week for a total of 120 mins per week). Also included in this group are grade 4 students who may benefit from this specific instruction as well as some grade 1 students
- The District Literacy Resource Teacher will continue to support with assessment and instructional strategies
- Staff will continue to determine needs of applicable resources and where possible, use available funds for appropriate reading resources
- Purchase introductory level novels for primary students and current intermediate novels for the library

School Initiatives/Strategies:

Students

- Guided Reading three days a week; students in Grades 2 and 3 will take part in intensive reading instruction, as well as students in grade 4 for whom it is felt Guided Reading would support their learning needs.
- All students in school will continue with Buddy Reading and Home Reading Programs and implement them as early as possible in the school year; it was noted that the Primary grades comprised most of the readers.
- Students will use agenda books and reading calendars/logs to support reading at home

Staff

- Staff will continue to take part in district initiatives that will increase their ability to meet reading goals
- Staff will indicate students that are significantly behind will receive extra help with creative use of the school's available resources. Help may include Educational Assistants, grouping and the use of Learning Assistance plus district assistance.
- Improving written output will be a focus for Intermediate teachers related to reading
- Staff Meetings to continue to have topic of student reading assessment scheduled at each meeting.
- 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, and new sheet is given to student. At monthly assembly, 3 student names from each classroom are drawn and students win book prizes.
- 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.
- 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.
- Continue to track data using Filemaker Pro database

Parents

- Newsletters to parents will share ideas about literacy and best home practices for helping students improve their reading levels
- Staff will continue to support the PAC in their efforts to make reading materials more accessible to all students through their yearly Spring Book Fair

School District #70
Gill Elementary
2009 Accountability Contract

Goal 1 A: To maintain or increase the percentage of Aboriginal students meeting or exceeding grade level expectations in reading
Rationale: 9/49 or 18% of Aboriginal students were minimally meeting reading expectations in reading. 12/49 or 24% 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.
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.

Aboriginal Student Reading	**K**	**Grade One**	**Grade Two**	**Grade Three**	**Grade Four**	**Grade Five**
Kindergarten 2003/04	**Informal Screening** 2/2	**2005 Benchmark Target** 2/3 **Results** 2/3 (67%)	**2006 Benchmark Target** 2/3 **Results** 4/6 (67%)	**2007 Benchmark Target** 69% **Results** 8/8 (100%) **District Reading Target** 90% **District Reading Results** 6/7 (67%)	**2008 DART Target** 100% **Results** 11/12 (92%) **FSA Target** (85%) **Results** 4/9 (44%)	**2009 DART Target** 85%
Kindergarten 2004/05	**Informal Screening** 3/6	**2006 Benchmark Target** 4/6 **Results** 4/8 (50%)	**2007 Benchmark Target** **52%** **Results** 7/9 (89%)	**2008 Benchmark Target** 100% **Results** 7/10 (70%) **District Reading Target** 90% **Results** 6/9 (67%)	**2009 DART Target** 90% **FSA Target** 70%	**2010 DART Target** 90%
Kindergarten 2005/06	**Informal Screening** 4/6	**2007 Benchmark Target** 70% **Results** 2/4 (50%)	**2008 Benchmark Target** 80% **Results** 7/11 (64%)	**2009 Benchmark Target** 80% **District Reading Target** 80%	**2010 DART Target** 85% **FSA Target** 70%	**2011 DART Target** 90%
Kindergarten 2006/2007	**2007**	**2008 Benchmark Target** 90% **Results** 4/7	**2009 Benchmark Target** 90% **Results**	**2010 Benchmark Target** **District Reading Target**	**2011**	**2012**
Kindergarten 2007/2008	**2008**	**2009 Benchmark Target** 7/10 **Results**	**2010 Benchmark Target** **Results**	**2011 Benchmark Target** **District Reading Target**	**2012**	**2013**

School District #70
Gill Elementary
2009 Accountability Contract

Goal 1A
Note all structures and strategies listed under goal 1 apply. In addition:

Structures:

- Nuu-chah-nulth Education Worker (NEW) is at our school two days a week. 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.
- Aboriginal Learning Assistance Teacher (.2) targets students needing extra help
- English Skills Development Teacher (.1) greatly increases success of our students
- Continue to build the Aboriginal Library within the Learning Assistance room and in the school library.
- Access and utilize District Aboriginal Resources

School Initiatives/Strategies:

Students

- All student learn to appreciate Aboriginal cultures through the social studies curriculum
- Grade two and three students will continue with the guided reading program
- All students will participate in a spring potlatch and District spring festival

Staff

- NEW to work with at risk students
- NEW will work closely with teachers to support the growth and learning of our students
- Plans for a Spring Potlatch are in place coordinated by the NEW

Parents

- We will continue to seek ways of involving Aboriginal parents in their children's academic lives, both at home and at school

School District #70
Gill Elementary
2009 Accountability Contract

Writing Summary of Results from 2008

Writing skills, for all grades, are assessment collaboratively using the B.C. Performance Standards. 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. Spelling skills, grammatical accuracy and sentence construction appeared to be relatively strong.

- A tremendous improvement on the number of students moving from not yet meeting standards (18%) in the fall to (4%)in the spring. 36 students in the fall compared only 8 students in the spring
- The number of students fully meeting approximately doubled in number from the spring to the fall
- 44/44 (100%) grade four students were meeting expectations in the spring
- There is a strong group of aboriginal writers in grade two and four

Teacher reflections:

- Student's detailed writing and general quantity improved
- There was a general enthusiasm displayed towards the Network of Performance Based Schools action research project by students and staff
- Teachers indicated that students needed to add more quantity in the primary grades which was achieved as well as using more details or descriptive language in the intermediate grades which was also achieved
- Topics of interest should be utilized over a school theme topic

Recommendations:

- Continue with fall and spring school wide writes
- Collect and file student writing samples for use in future years (students and staff)
- Continue to support teacher professional development related to writing
- Have a teacher work with lower level students with more of a guided writing approach
- Continue to include the writing performance standards in classroom instruction
- Emphasis must be placed on moving the group of children who are meeting minimal expectations into fully meeting

School District #70
Gill Elementary
2009 Accountability Contract

Goal 2: To increase the number of students in all grades who are fully meeting or exceed writing expectations
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.

Writing Results	**K**	**Grade One**	**Grade Two**	**Grade Three**	**Grade Four**	**Grade Five**
Kindergarten 2003/04		**2005 Grade Wide Write** 27/35 (77%)	**2006 Grade Wide Write Target** 79% **Results** 33/40 (83%)	**2007 Grade Wide Write Target** 80% **Results** 33/40 (83%)	**2008 Grade Wide Write Target** 100% **Results** 44/44 (100%) **FSA Target** 85% **Results** 27/44 (61%)	**2009 District Writing Assessment Target** 100% **Result**
Kindergarten 2004/05	**Informal Screening** 70%	**2006 Grade Wide Write Target** 72% **Results** 12/35 (36%)	**2007 Grade Wide Write Target** 50% **Results** 24/33 (73%)	**2008 Grade Wide Write Target** 100% **Results** 33/35 (94%)	**2009 Grade Wide Write Target** 100% **FSA Target** 85%	**2010 District Writing Assessment Target 100% Result**
Kindergarten 2005/06	**Informal Screening** 21/32 (66%)	**2007 Grade Wide Write Target** 68% **Results** 23/38 (68%)	**2008 Grade Wide Write Target** 100% **Results** 34/41 (83%)	**2009 Grade Wide Write Target 100%**	**2010 Grade Wide Write Target** **FSA Target**	**2011 District Writing Assessment Target** **Result**
Kindergarten 2006/2007	**2007 Informal Screening**	**2008 Grade Wide Write Target** 90% **Results** 31/33 (94)%	**2009 Grade Wide Write Target** 100% **Results**	**2010 Grade Wide Write Target**	**2011 Grade Wide Write Target**	**2012 District Writing Assessment Target** **Result**
Kindergarten 2007/2008	**2008**	**2009 Grade Wide Write Target** 7/10 **Results**	**2010 Grade Wide Write Target** **Results**	**2011 Grade Wide Write Target**	**2012 Grade Wide Write Target**	**2013 District Writing Assessment Target =** **Result**

School District #70
Gill Elementary
2009 Accountability Contract

B.C. Performance Standard Writing Data for Fall 2007 and Spring of 2008

Writing	NYM	MM	FM	EE
Fall Grade 1 Aboriginal	2/33 = 6% 2/6	11/33 = 33% 3/6	20/33= 60% 1/6	
Spring Grade 1 Aboriginal	1/33 = 3% 1/6	11/33=33% 3/7	17/33=52% 3/7	3/33=9% 0/7
Fall Grade 2 Aboriginal	14/39 = 36% 2/9	11/39 = 28% 2/9	14/39 = 36% 5/9	
Spring Grade 2 Aboriginal	3/41=7% 2/11	9/41=22% 1/11	25/41 = 61% 7/11	4/41=10% 1/11
Fall Grade 3 Aboriginal	3/35 = 8% 2/10	16/36 = 44% 4/10	17/36 = 47% 4/10	
Spring Grade 3 Aboriginal	2/35=6% 2/10	6/35 = 17% 0/10	27/35 = 77% 8/10	0/35 0/10
Fall Grade 4 Aboriginal	9/40 = 23% 4/9	26/40 = 65% 5/9	8/40 = 20% 0/9	
Spring Grade 4 Aboriginal	0/44 = 0% 0/44	16/44 = 36% 5/12	26/44 = 59% 7/12	2/44 = 5% 0/12
Fall Grade 5 Aboriginal	8/56 = 14% 1/10	38/56 = 68% 8/10	10/56 = 18% 1/10	
Spring Grade 5 Aboriginal	2/56 = 4% 0/9	21/56 = 38% 3/9	31/56 = 55% 6/9	2/56 = 4% 0/9
Fall Total Aboriginal Students	11/46 =24%	24/46 = 52%	11/46 = 24%	
Spring Total Aboriginal Students	5/49 = 10%	12/49 = 24%	31 = 63%	1/49 = 2%
Fall Total Students	36/203 = 18%	102/203 = 50%	69/203 = 34%	
Spring Total Students	8/211 = 4%	63/211 = 63%	127/211 = 60%	11/211 = 5%

School District #70
Gill Elementary
2009 Accountability Contract

Goal 2 A: To increase the number of Aboriginal students fully meeting or exceeding grade level expectations in Writing in the strand of meaning.
Rationale: 17/49 (34%) of Aboriginal students in grades 1-5 are not yet or minimal meeting expectations in writing.
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.

Aboriginal Student Writing Spring 2008	**K**	**Grade One**	**Grade Two**	**Grade Three**	**Grade Four**	**Grade Five**
Kindergarten 2003/04	**Informal Screening** 97%	**2005** 5/6	**2006** **Grade Wide Write Target** 83% **Results** 3/6 (50%)	**2007** **Grade Wide Write Target** 83% **Results** 3/6 (50%)	**2008** **Grade Wide Write Target** 85% **Results** 5/9 (56%) **FSA Target** 90% **Results** 3/9 (33%)	**2009** **District Writing Target** 90% **Results** %
Kindergarten 2004/05	**Informal Screening** 70%	**2006** **Grade Wide Write Target** 72% **Results** 5/11 (45%)	**2007** **Grade Wide Write Target** 50% **Results** 8/11 (73%)	**2008** **Grade Wide Write Target** 100% **Results** 8/10 (80%)	**2009** **Grade Wide Write Target** 90% **FSA Target** 85%	**2010** **District Writing Target** % **Results** %
Kindergarten 2005/06	**Informal Screening** **4/9 = 44%**	**2007** **Grade Wide Write Target** 50% **Results** 5/11 (45%)	**2008** **Grade Wide Write Target** 100% **Results** 9/11 (82%)	**2009** **Grade Wide Write Target** 100% **Results**	**2010** **Grade Wide Write Target** **85%** **Results** **FSA Target** **85%**	**2011** **District Writing Target** **%** **Results** **%**
Kindergarten 2006/2007	**2007** **Informal Screening**	**2008** **Grade Wide Write Target** 100% **Results** 6/7 (86%)	**2009** **Grade Wide Write Target** 90% **Results**	**2010** **Grade Wide Write Target**	**2011** **Grade Wide Write Target**	**2012** **District Writing Target** % **Results** %
Kindergarten 2007/2008	**2008** **Informal Screening**	**2009** **Grade Wide Write Target** 100% **Results**	**2010** **Grade Wide Write Target** % **Results**	**2011** **Grade Wide Write Target**	**2012**	**2013** **District Writing Target** % **Results** %
Kindergarten 2007/2008	**2009**	**2010** **Grade Wide Write Target** **Results**	**2011** **Grade Wide Write Target** **Results**	**2012** **Grade Wide Write Target** **Results**	**2013** **Grade Wide Write Target** **Results**	**2014** **District Writing Target** **%** **Results** **%**

School District #70
Gill Elementary
2009 Accountability Contract

SCHOOL INITIATIVES / STRATEGIES The strategies listed below apply to both goals 2 and 2A	**TIMELINE / STATUS**

Structures to Achieve Goal 2

1. Collaboration dollars will once again be used to analyze November School Wide Writes and plan for instruction.

2. 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.

3. 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.

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. 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. Continue with weekly NEW visits and direct aboriginal themed activities

School District #70
Gill Elementary
2009 Accountability Contract

1.	Coordinate materials and people to focus on Aboriginal story telling, tales. Aim for at least 3 events that are beyond regular activities offered by our.2 Nuu Chah Nulth Worker	Sept. 08- June 09
2.	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. 08- June 09
3.	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 08-June 09
4.	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 08- May 09