

**School District # 70
John Howitt Elementary**

Summary of Review and Analysis of 2008 School Plan

Goal 1: To increase the number of students reading at grade level and increase the achievement levels of students not meeting grade level expectations to levels as appropriate to them.

Observations:

Our objectives were to increase both the reading fluency and comprehension for all our students. We saw some significant increases for most students and are pleased with the results we are seeing. The chart below outlines the Nelson Benchmark Assessment targets and results of our primary children during the 2007-2008 school year.

Assessment	Target – Spring 08	Results – Spring 08
Grade 1 Benchmarks	28/35 80%	27/35 77%
Grade 2 Benchmarks	25/29 85%	25/29 85%
Grade 3 Benchmarks	28/35 80%	30/35 85%

Although our grade 1 children fell just short of our intended target we are pleased with the results. Grade one achievement levels, here as everywhere, are highly influenced by preschool literacy experiences. Although seven of our grade one children did not reach the Benchmark level fourteen expected for this grade we are confident they will meet their intended grade two targets with interventions in place for the upcoming year. We also feel that with the addition of the Welcome to Kindergarten program in our District we will see more children prepared for school than we have in the past.

We were able to achieve our targets at the grade 2 level. Four children were unable to meet the expected target, however two of those children have a special needs designation and are working on an adapted/modified program. One of the children arrived mid-way through the year and despite making considerable progress was unable to meet grade level expectations. The fourth student unable to achieve level 20 has been referred for a psycho-educational assessment as our school team believes there may be a learning disability.

We were able to successfully exceed our target level of 80% of grade 3 students reading at benchmark level 24. Five children did not meet our target, however two of the children were identified as having a learning disability and two more are on the list to have a psycho-educational assessment done during the upcoming year as it is suspected they may have a learning disability.

Although many of our students are able to demonstrate grade level reading fluency on the Nelson Benchmark assessment, our scores declined on more comprehensive assessments of reading comprehension. Open ended assessments requiring both literal and inferential kinds of written responses designed for students to “show” their understanding indicate that a substantial number of our students do not meet or exceed grade level expectations as measured by criterion references and/or the Performance Standards.

Comprehension Assessments/June 2008

	Target Spring 08	Results – Spring 08
Dart Grade 4	24/30 80%	14/30 47% FM or EX 25/30 MM
Dart Grade 5	27/34 65%	17/34 FM 50% 32/34 MM 94%
FSA Grade 4	24/30 80%	23/30 76%

Recommendations:

We will continue to utilize the school wide guided reading program as a primary structure to increase the reading fluency and comprehension of all our students. We will continue to use the structures and strategies we have in place and will look for new initiatives through our professional development days that we can incorporate into our reading program.

Goal 1A: Increase the number of Aboriginal students fully meeting or exceeding grade level reading expectations for both fluency and comprehension and increase the achievement levels of Aboriginal students not meeting grade level expectations to improved levels as appropriate for them.

Observations:

All Aboriginal children were able to increase either their GAP scores or their Benchmark level.

Recommendations:

Continue this goal for Aboriginal students. Continue to monitor those children who are having learning difficulties.

**School District #70
John Howitt Elementary**

2009 School Plan

Goal 1: To increase the number of students reading at grade level and increase the achievement levels of students not meeting grade level expectations to levels as appropriate to them.

Rationale:

Although our data indicates we are making progress in a number of key areas, we have not met our targets in all areas. We want to continue to monitor children having difficulties on an individual basis to set appropriate targets based on their individual needs.

Objective 1

To increase the number of primary students reading with grade level fluency. The measurement instrument will be the Nelson Benchmark assessment and the targets are:

Grade One: Level 14

Grade Two: Level 20

Grade Three: Level 24

We will also monitor the reading fluency of our primary students through performance standard assessments taken on individual students during March/April of each primary year.

	Kinder- garten	Grade 1	Grade 1	Grade 2	Grade 2	Grade 3	Grade 3
Kindergarten cohort 2005	05/06	06/07 Target	06/07 Results	07/08 Target	07/08 Results	08/09 Target	08/09 Results
Benchmarks	NA	80%	19/26 73%	85%	25/29 86%	26/29	
Reading/March/April Performance St Teacher Assessment		80%	Not collected	85%	NA	26/29	

Grade 3 District Reading Assessment						23/29	
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	Kinder- garten	Grade 1	Grade 1	Grade 2	Grade 2	Grade 3	Grade 3
Kindergarten cohort 2006	06/07	07/08 Target	07/08 Results	08/09 Target	08/09 Results		
Benchmarks	NA	80%	27/35 77%	28/33			
Reading/March/April Performance St Teacher Assessment			NA	28/33			

	Kindergart en	Grade 1	Grade 1			
Kindergarten cohort 2007	07/08	08/09 Target	08/09 Results			
Benchmarks	N/A	40/48				
Reading: March/Apr Performance St. Teacher Assessment	N/A	40/48				

Objective 2

To monitor, support and ensure an increase in the reading fluency and comprehension of our grade 4 and 5 students.

Assessment Instrument	08/09 Target	08/09 Result			
DART GRADE 5	25/30	/30			
PERFORMANCE STANDARDS – GRADE 5	25/30	/30			
DART GRADE 4	29/37	/37			
PERFORMANCE STANDARDS – GRADE 4	29/37	/37			
FSA – GRADE 4	29/37	/37			

The 2009 targets are set for each cohort group based on:

- reading achievement levels of that group in the preceding year.
- when that information is not available, as in the case of grade ones, we rely on historical school data as well as information about the specific cohort group from the kindergarten teacher.
- historical patterns of reading growth based on samples of district data, for example grade two reading fluency scores are usually substantially higher than the scores achieved by the same students in grade one. We surmise that this pattern is a result of the diversity of literacy backgrounds children have when they begin school.

Objective 3

To show growth, as determined by individually set targets, for both reading fluency and comprehension for all designated special needs students.

We have established current levels of progress using the Benchmark Assessment, set targets, and are monitoring progress. These records are kept in confidential files.

Objective 4

To increase the number of boys in grades four and five reading fluently with grade level comprehension.

Boys Reading

	June 2007 Result	June 2008 Result	June 2009 Target	June 2009 Result
Grade Four	District Reading Comprehension Assess. Grade Three 3/12 25%	DART Grade Four 14/30 47% FM 25/30 83% MM	DART 9/12	DART /12
Grade Five	DART Grade Four 8/13 62%	DART Grade Five 17/34 50% FM 32/34 94% MM	DART 10/13	DART 10/13

Structures To Achieve Goal 1

1 Primary Guided Reading Program – *all primary receive 3 forty minute periods of guided reading instruction. Instruction occurs simultaneously for all students. Groups are multi-graded and formed according to reading level. Groupings are flexible to accommodate diverse rates of skill development.*

2. *Intermediate Guided Reading Program – all intermediate students receive 2 forty minute periods of guided reading instruction. Instruction occurs simultaneously for all students. Groups are multi-graded and formed according to grade level. Groupings are flexible to accommodate diverse rates of skill development.*

3. *District Primary Intervention Program – Midway during the school year primary students who are “at risk” of not meeting grade level expectations are identified. These students are supplemented with additional guided reading lessons provided by extra teaching staff provided as a result of this district initiative. These lessons continue for a six week period of time and are given 4 days a week.*

4 .*District Grade 4/5 Boys Initiative –In recognition of the significant number of boys at the grades 4 and 5 level who are currently struggling to meet grade level reading expectations, the district has developed collaborative planning sessions for teachers with provisions for them to share effective instructional practices and resources, develop best practice and examine the special needs and differences of boys in their acquisition of literacy.*

5. *School Wide Home Reading Program – We recognize that the amount of **time** our students spend reading has a significant impact on their skill development and achievement levels. Our home reading program tracks the reading our students do at a school wide level and celebrates their achievements by awarding book prizes at monthly assemblies.*

5. *Collaboration Days – Split into primary and intermediate groups our teachers spend 4 mornings a year working in collaborative teams to team mark school wide writes using performance standard assessment, examine and analyze our reading data as it becomes available, plan for and revise groups in the primary reading program and share reading strategies. We plan also to work with our SERT and district Special Ed support staff to help us learn more about effective strategies for teaching reading to some of our specific special needs students. We will also use our collaboration time to share the most effective reading strategies we are using with each other and are making a deliberate choice to develop and use a common language for reading strategies for example – “Making connections, visualizing”.*

5. Technology – we have developed a computer skills scope and sequence of expectations for each grade level and this program is delivered in partnership with our technology teacher and the classroom teachers. We believe that computer literacy skills are critical and involve some unique skills (ie. Scanning large amounts of text critically in order to find important information). Each group of students is involved in a six week program and the skills taught each year are reinforced by the classroom teacher over the course of the year.

6. Welcome to Kindergarten Initiative – This program involves inviting the incoming kindergarten children and their parents to a workshop where they receive early literacy resources as well as learn strategies for using the resources with their children.

7. Library Program – All children receive 30 minutes of library instruction per week. Teacher- librarian and teacher team teach lessons throughout the year to teach research skills.

8. Learning Assistance Program- Children are referred through our school based team for learning assistance if not meeting reading expectations.

Strategies To Achieve Goal 1

SCHOOL INITIATIVES/STRATEGIES	TIMELINE STATUS
Primary and “at risk” intermediate children will be administered the PM Benchmarks to monitor reading fluency and ensure appropriate placement in reading groups, interventions and appropriate access to district reading initiatives.	3 – 4 times per year (minimum) in conjunction with reporting periods
Shared Reading partnering at risk intermediate students with primary students.	Ongoing
Continued use of the Successmaker program	Ongoing
Continued acquisition and use of content area resources that provide readability levels fostering inclusion and text accessibility.	Ongoing
Interactive Reading Events showcasing and celebrating the reading growth of the students in the primary reading program.	3 times per year
Purchasing and using more Reader’s Theatre resources and providing opportunities for children to perform/read for an audience.	Ongoing
Chosen Story – a strategy used for developing fluency. Student chooses a story, practices it at home with parents until he/she is able to read the story smoothly, expressively and accurately. The student then reads the story to his/her teacher and if the required level of fluency is demonstrated, the child repeats the activity with a slightly more difficult story.	Ongoing in some classrooms

DRA assessment for students who “plateau” in reading growth to provide diagnostic information to guide instruction.	As required
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Goal: #1A Increase the number of Aboriginal students fully meeting or exceeding grade level reading expectations for both fluency and comprehension and increase the achievement levels of Aboriginal students not meeting grade level expectations to improved levels as appropriate for them.

Rationale: Due to the fact that our Aboriginal population is so small (20 students between the grades of kindergarten and five), it is feasible for us to monitor and set individually appropriate targets for each student.

Objective 1A: To show growth, as determined by individually set targets, for both reading fluency and comprehension for our Aboriginal students.

We have established levels of reading development for each student individually using either DART or the Benchmark assessments, set targets and are monitoring progress. These records are kept in confidential files.

Structures to Achieve Goal 1A

1. **ESD** –This is the third year that John Howitt has qualified for an ESD program. Aboriginal students who are two or more years behind in any aspect of language arts skills will receive pullout support focusing on reading, writing, vocabulary or oral language.
2. **NEW Support** – reading/writing support and parent liaising when appropriate.
3. Expansion of our reading collection at all levels authored by Aboriginal writers and featuring Aboriginal content. We will particularly focus on the acquisition of materials reflective of the Nuu-chah-nulth culture.

Strategies to Achieve Goal 1 A

School Initiatives/Strategies	Timeline/Status
The First Nations learning assistance program will plan instructional strategies around the kinesthetic, need for “active” involvement and visual learning styles of our Aboriginal students.	ongoing
Continued use of the Successmaker Program	ongoing
Teachers will use books with Aboriginal Content and illustrations to help Aboriginal students develop the strategy of “making connections” to facilitate engagement with text and increase reading comprehension	ongoing
Guided Reading teachers will incorporate as much Aboriginal content as possible, particularly for the groups whose members include Aboriginal students. This will facilitate the ability of our students to “engage” with text and will help them to make connections with the material we ask them to read.	Ongoing/data records included in our school plan
ESD students who demonstrate the need will receive extra support in the area of vocabulary development as we have observed that some of our Aboriginal students who do not have grade appropriate reading comprehension often tell us they do not know the meaning of key vocabulary words in the text.	As required