

**School District #70  
Wood Elementary**

**Summary of Review and Analysis of 2008 School Plan**

**Goal 1:** To have every student in our school wide reading program reach their potential, including 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)

**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 designated students involved in the school wide reading; they averaged a growth of 5 benchmark levels each.

In primary, our benchmark 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 2 group, all of which met expectations. We feel the literacy innovation grant which was used for literacy intervention was a positive factor in improving reading. We are especially proud of one grade 2 student who started the year at level 1 and finished the year at level 21.

BM target – grade 1-19/23    grade 2-17/19    grade 3-23/30  
Results -----grade 1-17/23    grade 2-21/21    grade 3-25/29

In the intermediate grades, there were 3 students who were close to meeting expectations but did not, according to DART assessment. We were very pleased with the grade 5 results.

Dart target – grade 4- 18/19    grade 5-32/36  
Dart results- grade 4-13/15    grade 5-38/39

**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 use the Readwell Reading Program for those students needing reading intervention

We will continue to closely monitor the progress of students with special needs, students not meeting expectations, and aboriginal students.

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

**Observations:**

Our reading structure has continued help Aboriginal students make good progress. Most are meeting expectations. Of the four students not meeting and returning next year, we expect one

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to meet expectations and three to not meet expectations; however, we expect their reading to show significant growth.

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

### **Recommendations:**

Continue this goal for aboriginal students. Monitor the progress of those who have learning difficulties. Use the Readwell program as an intervention tool.

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

**Observations:** We are very pleased with the overall behaviour of our students this year. At one assembly a number of students did not behave according to expectations. These students were identified and were made to practise proper assembly behaviour. There were no future concerns. Six students, who did not meet expectations last year in the area of SR according to teacher assessment using the Performance Standards, met expectations this year. Six students had more than 5 incidents recorded in the Behaviour Book. Of these, five will be returning next year. Several people, non staff members, commented positively on the behaviour of our students. This data is included in the 2008 SLP.

**Recommendations:** We will continue to reinforce and teach socially responsible behaviour during instructional and non-instructional times. We will continue to reinforce and practise appropriate public behaviour. We will continue to record behaviour concerns in the behaviour book which the administrator 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. This year we will pay close attention to a group of students who are not meeting expectations in Reading. (June 2009 is target date)  
Please note that all target numbers are decided upon by a team, including classroom teachers and the literacy support teacher. Targets are based on the tracking of student progress over time and teacher knowledge of students.

**Rationale:** We will continue to keep close track on the progress of all 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 and possible designation may be required. Those who are designated, but are included in our reading program, 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 RESULT	2008 RESULT	2009 TARGET	2009 RESULT	2012 TARGET
Benchmarks Grade 3	93%	95%	93% 45/47 not met (2)	95% 35/37	85% 17/20	86% 25/29	100% 21/21		95%
Benchmarks Grade 2	88%	94%	97% 36/37 met	80% 20/25	76% 22/29	100% 21/21	74% 17/23		90%
Benchmarks Grade 1	64%	82%	84% 26/31 met	86% 24/28	85% 17/20	74% 17/23	92% 24/26		85%
Grade 3 Dist. Assess.	94% 29/31	81% 29/36	81% 34/42	97% 37/38	100% 18/18	83% 24/29	100% 21/21		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 Results	2008 Results	2009 Target	2009 Result	2012 Target
DART Gr. 5	N/A	N/A	80% 37/46 baseline	94% 31/33	98% 43/44	97% 38/39	86% 14/15		95%
DART Gr. 4	N/A	N/A	75% 27/36 baseline	82% 40/49	86% 31/36	86% 13/15	94% 25/29		90%
FSA - Gr. 4	81%	64%	81% met	41/47** 87%	86% 31/36	94% 17/18	94% 25/29		85%
Satisfaction Survey-Gr.4	89%	96%	97% met	85%*	81% 32/40	*100% 18/18	100% 29/29		95%

\*\*"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 Results	2008 Results	2009 Target	2009 Results	2012 Target
DART Gr.5	90% 18/20 baseline	90% 18/20	95% 20/21	96% 22/23	88% 7/8		95%
DART Gr.4	74% 17/23 baseline	85% 17/20	91% 20/22	88% 7/8	77% 10/13		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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<b>SCHOOL INITIATIVES / STRATEGIES</b>	<b>TIMELINE / STATUS</b>
Expand collection of resources to facilitate number of students progressing beyond grade level.	Ongoing
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
Use the Readwell reading program for primary students not meeting expectations.	Ongoing
Place special needs students, especially LD in primary and intermediate groups to provide extra instructional support	Ongoing
If there is opportunity for a literacy innovation grant, use it to run a primary intervention program in the Spring.	Spring 2009

<b>Cohort</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	
Kindergarten 2000/01	2001/02 Benchmarks	2002/03 Benchmarks <b>88%</b>	2003/04 Benchmarks <b>95%</b>	2004/05 DART baseline Result: <b>75%</b>	2005/06 DART Target:80% Result: 94%	

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				GAP Target 89% Results: <b>85%</b> FSA <b>81%</b>	GAP Target 90% Results:	
Kindergarten 2001/02	2002/03 Benchmarks <b>64%</b>	2003/04 Benchmarks <b>94%</b>	2004/05 Benchmarks Target: 95% Results: <b>93%</b>  District Assessment <b>81%</b>	2005/06 DART Target:80% Results: <b>82%</b>  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: <b>82%</b>	2004/05 Benchmarks Target:86% Results: <b>97%</b>	2005/06 Benchmarks Target: 97% Results <b>92%</b>  District Assessment 97%	2007 DART Target <b>92%</b> <b>36/39</b> Results: 86% 31/36 FSA target 36/38 94% Results 31/36 86%	2008 DART Target 89% 32/36 Results 97% 38/39	
Kindergarten 2003/04	2004/05 Benchmarks Target: 84% Results <b>84%</b>	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 87% 13/15  FSA Target 18/19 95%  Results 17/18 94%	2009 DART Target 86% 13/15	
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 Results 86% 25/29 District Assessment Target 77% 23/30 Results 83% 24/29	2009 DART/FSA Target 94% 25/29	2010 DART	
Kindergarten 2005/06	2007 Benchmarks Target 76% 16/21	2008 Benchmarks Target 89% 17/18	2009 Benchmarks Target 86% 21/21	2010 DART	2011 DART	

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	85% 17/20	Results 21/21 100%				
Kindergarten 2006/2007	2008 Benchmarks Target 83% 19/23 Results 74% 17/23	2009 Target 74% 17/23	2010	2011	2012	
Kindergarten 2007/2008	2009 Target 92% 24/26					

**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 Results	2008 Results	2009 Target	2009 Results	2012 Target
Benchmarks Grade 3	80%	100%	75% 6/8 not met	100% 5/5	100% 6/6	80% 5/6	100% 5/5		95%
Benchmarks Grade 2	80%	88%	66% 4/6 not met	86% 6/7	67% 4/6	100% 5/5	71% 5/7		90%
Benchmarks Grade 1	Only 1 Student	60%	83% 5/6 met	75% 6/8	57% 4/7	71% 5/7	78% 7/9		85%
Grade 3 District Assessment	88% 7/8	63% 5/8	43% 3/7	100% 5/5	100% 6/6	57% 4/6	100% 5/5		95%

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

Assessment Instrument	2003/04	2004/05	2005/06 Results	2007 Results	2008 Results	2009 Target	2009 Results	2012 Target
DART Grade 5	N/A	70% 7/10	100% 8/8	86% 6/7	67% 2/3	100% 4/4		95%

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\*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:**

- 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

<b>SCHOOL INITIATIVES / STRATEGIES</b> (beyond those used for other students)	<b>TIMELINE / STATUS</b>
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)
Continue initiative of NEW running tutoring program	Fall of 2008

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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....)

Number of students meeting expectations in the area of Social Responsibility

Assessment Instrument	2007 baseline	2008		
K Performance Standards	95% 20/21	92% 24/26		
Grade1 Performance Standards	86% 19/22*	96% 23/24		
Grade 2 Performance Standards	90% 28/31	100% 21/21		
Grade 3 Performance Standards	83% 19/23**	100% 30/30		
Grade 4 Performance Standards	90% 37/41	21/21 100%		
Grade 5 Performance Standards	NA	38/40 95%		
Number of incidents in behaviour book	***	****		
Number of students identified with concerns at assemblies	Beginning of year – 16 Mid – 5 End - 3	10 students at one assembly. Otherwise good.		

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

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

\*\*\*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.

\*\*\*\*6 students have more than 5 incidents in the behaviour book. Of these, 5 will be attending Wood School next year. They are all boys who have difficulty with sportsmanship, and keeping their hands to themselves.

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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.**

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