

# School District #81 (Fort Nelson)

## School Growth Plan 2010/2011



### J. S. Clark Elementary School

Miss Jeanie Arva  
Principal

*"As a community of learners we embrace opportunities to build  
successful futures."*

### School/Community Context

J.S. Clark Elementary School has approximately 137 students from Kindergarten to Grade 4. There are seven regular classrooms and one Strong Start room designated for preschoolers. Strong Start is a very popular program that runs every morning from Monday to Friday. We average from 6 to 20 children each day. Their care-givers are required to be there with them so some days the room is very busy with lots of activity.

The student population continues to draw from the immediate community with First Nation students making up approximately 18%. An Aboriginal Support worker works one on one or in small groups of children in the classroom. We also have 4 students with identified Special Needs and they have extra support in the classroom as needed.

Our school's goal is to further improve student literacy, writing and mathematics. We are continuing with strategies that were introduced last year for literacy, writing and math. The Student Support and Resource Teacher position is shared by a teacher and the principal. We work in every classroom giving teachers and students support with reading and writing every day. We also schedule Great Leaps and Math Recovery times for students deemed at risk and are an integral part of leading the Educational Assistants with early intervention skills in the Kindergarten and Grade 1 classrooms.

The Library is the heart of our school. We are fortunate to still have a teacher-librarian who covers the teacher's Prep and a library technician. They both keep our library running smoothly and well stocked.

Teachers at JS Clark use a variety of resources to implement the curriculum. Reading Power (Non Fiction and Fiction), Six Traits Writing, Phonemic Awareness, Math Makes Sense and Jump Math are some specific programs that we have had training with in the last two years. Our goal this year is to become more confident and consistent with using these programs. Although we have impressive literacy and math scores, as per the FSA 2010, we strongly feel that continued growth is of the utmost importance.

Social Responsibility has become an area in our daily forefront. We follow strategies from Rachel's Challenge, Second Step, Focus on Bullying, Friends for Life, and the C.A.R.E. kit. We celebrate positive role models every month at our BUDDY assemblies. Students are encouraged to **B**e prepared, **U**se good manners, **D**o kind deeds, **D**iscuss problems and **Y**ou always respect other people and their things.

We will continue to run a "Kindness and Compassion" club one day a week at lunch where the students will be encouraged to practice Rachel's Challenge of showing kindness and doing good deeds in our school and community. Last year our school participated in many activities for charity such as the Terry Fox Run, Christmas hampers, and Jump Rope for Heart. This year we hope to be more involved with the seniors in our community as well as reach out to children overseas. The adults in the building are also being challenged to build a chain of kindness.

Students and teachers look for ways to make the world a better place and have implemented a recycling program for drink containers, cell phones, ink cartridges and even have worm composts. We are also a Healthy Living School and participate in the Fruit and Vegetable program.

**Communication Plan**

The progress of the school growth plan will be reported at the monthly JSC staff meetings and Parent Advisory Council meetings. The principal will include updates in the school's monthly newsletter and Principal's Report. SPC members will commit to meeting at least three times a year or as needed.

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### 2010/2011 School Growth Plan Progress to Date

All Kindergarten and Grade One students were assessed in October 2009 and May 2010 using the **Yopp-Singer Phonemic Awareness** assessment. Results for May 2010 are as follows: Numbers in parenthesis are May 2009 data.

#### **Kindergarten**

9% (19%) were Not Yet Meeting expectations  
9% (3%) were Minimally Meeting expectations  
85% (79%) were Fully Meeting expectations

#### **Grade 1**

0% (8%) were Not Yet Meeting expectations  
6% (0%) were Minimally Meeting expectations  
94% (92%) were Fully Meeting expectations

All students in Grade One to Four were assessed in October 2009, February and May 2010 using **On The Mark Assessment for reading** ability. Results for May 2010 are as follows. The reading levels are the grade level expectation for the end of the year. Numbers in parenthesis are May 2009 data.

79% (52%) Grade 1 students were reading at level H or above  
64% (79%) Grade 2 students were reading at level L or above  
95% (85%) Grade 3 students were reading at level P or above  
94% (85%) Grade 4 students were reading at level S or above

All students in Grade One to Four were assessed using **SMART writing** in November 2009, February and May 2010. Results for May 2010 are as follows. Numbers in parenthesis are May 2009 data.

#### **Grade 1**

0% (0%) Not Yet meeting expectations  
3% (24%) Minimally meeting expectations  
54% (76%) Fully meeting expectations  
42% (0%) Exceeding expectations

#### **Grade 2**

14% (9%) Minimally meeting expectations  
82% (74%) Fully meeting expectations  
0% (17%) Exceeding expectations

#### **Grade 3**

10% (15%) Minimally meeting expectations  
72% (75%) Fully meeting expectations  
19% (10%) Exceeding expectations

#### **Grade 4**

6% (11%) Minimally meeting expectations  
41% (84%) Fully meeting expectations  
53% (5%) Exceeding expectations

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We used the **Vancouver Island Net Math Assessment** in Grades 2-4. Results for May 2010 are as follows. Numbers in parenthesis are from May 2009.

### Grade 2

9% (9%) Minimally meeting expectations  
32% (23%) Fully meeting expectations  
59% (68%) Exceeding expectations

### Grade 3

23% (26%) Minimally meeting expectations  
27% (42%) Fully meeting expectations  
50% (32%) Exceeding expectations

### Grade 4

12% (5%) Not Yet meeting expectations  
6% (21%) Minimally meeting expectations  
53% (42%) Fully Meeting expectations  
29% (32%) Exceeding expectations

**Grade 4 FSA (Foundation Skill Assessment)** for May 2010 are as follows.

### Reading

56% (81%) Meeting Expectations  
36% (19%) Exceeding Expectations

### Writing

8% (19%) Not Meeting Expectations  
80% (81%) Meeting Expectations  
3% (0%) Exceeding Expectations

### Numeracy

0% (5%) Not Meeting Expectations  
58% (67%) Meeting Expectations  
34% (29%) Exceeding Expectations

## School District #81 (Fort Nelson) 2010-2011

### Goals Selection

1. All Kindergarten and Grade 1 students will improve their phonemic awareness ability.
2. All students will improve their ability to read
3. All students will improve their mathematical abilities.
4. All students will improve their ability to write.

### Goal #1

**All Kindergarten and Grade 1 students will meet or exceed grade level expectations in phonemic awareness.**

### Objective

To increase the use of phonological skills and phonemic awareness as tools for pre-reading.

### Analysis/Rationale

Phonemic awareness is an integral tool needed for pre-reading skills. Early intervention strategies used with Kindergarten and Grade 1 students last year were very successful. Use of an educational assistant or SSRT in the classrooms with a small group of children playing word games, rhyming bingo, letter and sound recognition games and simply reading with them has increased the students' confidence and reading abilities. This inclusive school model will continue to be used at J.S. Clark with "at risk" students only being pulled out for ten to fifteen minutes daily to do Great Leaps.

### Specific Performance Targets for 2010-2011

- 90% of Kindergarten students will Fully meet expectations
- 100% of Grade 1 students will Fully meet expectations

### Monitoring/Evaluation

Yopp-Singer Assessment

### Strategies:

1. Continue to use animated alphabet in Kindergarten and Grade 1 program.
2. Continue to provide early intervention for those identified 'at risk' with an educational assistant working in small groups on phonics, rhyming, blending, segmenting, letter and sound recognition.
3. Continue to play rhyming and letter sound bingo games in the classroom.
4. Continue to use Raz Kids (reading program) on computers.
5. Continue to have EAs use Yopp-Singer segmenting, rhyming and alliteration activities in Kindergarten and Grade 1 classrooms.
6. Continue to use 'Words Their Way' using the sequential guidelines to teach phonological skills and word patterns.
7. Continue to administer the Yopp-Singer assessment tool in October and May with Grade 1 and Kindergarten students.

### Structures

Provision of Educational Assistant time to work with small groups of students.  
Raz Kids license for computers.  
BER videos with Yopp-Singer strategies

### Budget

Raz Kids Reading licence \$339.80

## Goal # 2

All students will meet or exceed grade level expectations in reading fluency and comprehension.

### Objectives

To improve reading comprehension skills in all students.  
To increase reading fluency of students identified 'at risk'.

### Analysis/Rationale

J.S. Clark has a high percentage of students reading at, or beyond, grade level, however we want to ensure the students are comprehending what they are reading by using connecting, visualizing, questioning, inferring, synthesizing, analyzing, comparing, contrasting, predicting and critical thinking skills. We also want to increase the use of non-fiction texts in daily reading lessons with comprehension.

Literature circles are implemented in classrooms where reading groups are developmentally ready for the challenge. Literature circles provide a deeper level of understanding the text read and provide a framework for guided discussion questions. The students participate in a dynamic discussion about various genres of literature.

Guided reading will continue to be implemented in each classroom with the assistance of the SSRT. Teachers will be able to further identify and meet their students' needs. Guided reading provides comprehension exercises and monitors the fluency of the students' reading. Students are grouped in ability levels rather than Grade levels.

### Specific Performance Targets for 2010/2011

100% of Grade 1 students will read at level H by the end of May 2011
100% of Grade 2 students will read at level L by the end of May 2011
100% of Grade 3 students will read at level P by the end of May 2011
100% of Grade 4 students will read at level S by the end of May 2011

### Monitoring/Evaluation

On the Mark Assessments  
Reading A-Z Assessment  
Benchmarks Assessments  
Running records  
Book Treks  
FSA data

### Strategies:

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| <ol style="list-style-type: none"><li>1. Continue to implement Great Leaps program five times a week for aboriginal students deemed 'at risk' and three to five times a week for non-aboriginal students.</li><li>2. Continue to have Aboriginal students participate in Great Leaps reading until they are one year ahead of the grade expectation.</li><li>3. Continue daily guided reading lessons in Grades 1-4.</li><li>4. Continue to complete various Reading Response sheets from SMART, Reading 44 Reading Power, and Reading A-Z with Guided Reading lessons.</li><li>5. Continue to provide opportunities for literature circles for students who are fluent in reading.</li><li>6. Continue to use 'On the Mark' assessment data to guide lessons.</li><li>7. Continue to use 'Words Their Way' using the sequential guidelines to teach phonological skills and word patterns.</li></ol> |
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8. Continue to encourage student participation in the 'Read With Me' club.
9. Continue weekly sign out of at least one leveled book and one 'free choice' book from the library.
10. Continue to have classroom libraries with a variety of leveled books which the students will be encouraged to explore during DEAR so that they do not limit themselves to one level.
11. Continue to use Reading Power Fiction and Non Fiction, Adrienne Gear, strategies for reading comprehension.
12. SSRT will continue to model guided reading and Reading Power lessons in classrooms as needed.
13. Educational assistants will continue to be scheduled, in collaboration between the SSRT and the principal, in classes to work with small reading groups.
14. The SSRT will continue to schedule an inclusive model of student support within the classroom in collaboration with individual teachers and the principal.
15. Continue to use Book Treks books to assess students reading beyond level T.
16. Teachers will collaborate about "Reading Power" by Adrienne Gear and discuss how it is working in their classroom.

### Structures

Provide teacher release time one day a year for reading assessments.  
Review Reading Power (fiction / non-fiction) in monthly staff meetings.  
Continue to target students based on Fall and Spring School wide assessments and provide support via the EAs and SSRT.

### Budget:

Classroom Ready: Canadian news stories, information and cartoons written for students Grades 3-6	190.00 +tax & shipping
6 and one half days for assessment	2321.38

<b>Total</b>	<b>2511.38</b>
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### **Goal # 3**

**All students will improve their mathematical abilities.**

#### **Objectives**

Students will develop a deeper understanding of math concepts, especially numeracy. Students will increase their knowledge of basic addition, subtraction, multiplication and division facts (where applicable).

#### **Analysis/Rationale**

Test scores on the Vancouver Island Net math assessment, which demonstrate the grade specific yearly curriculum, have slowly increased. Students have demonstrated a greater understanding of mathematical concepts and procedures; however, they could still be stronger. Areas requiring more coverage are numeracy, addition and subtraction of two and three digit numbers, fractions, decimals, multiplication and division.

#### **Specific Performance Targets for 2010/2011**

100% of Grade 2 students will Fully meet the expectations on the end of year Van. Isl. Assessment.

100% of Grade 3 students will Fully meet the expectations on the end of year Van. Isl. Assessment.

100% of Grade 4 students will Fully meet the expectations on the end of year Van. Isl. Assessment.

100% of Grade 4 students will Fully meet the expectations on the FSA in February 2009.

#### **Monitoring/Evaluation:**

Vancouver Island Net math assessment

Report card data

Jump Math Unit assessments

Individual classroom assessments

Math Recovery assessment bottom 5% in the school

FSA scores

#### **Strategies**

1. Educational assistants will continue to be scheduled in classes during some math blocks when possible.
2. Manipulatives and problem solving approaches inherent to Math Makes Sense and Jump Math programs will continue to be available.
3. Math Makes Sense or Jump Math will be the guideline text for all grade levels.
4. Teachers will continue to focus on counting skills, both forwards and backwards.
5. Teachers will continue to focus on the teaching of breaking apart numbers.
6. Continue to use prior knowledge and problem solving when beginning new concepts.
7. Continue to use manipulatives when teaching new concepts.
8. Teachers will have students show mastery before completing the work.
9. Power of Ten activities and Math games with cards and dice will be used to build math computation skills. (e.g. Box Cars and One Eyed Jacks)
10. Teachers will collaborate on Jump Math lessons and discuss how it is working in their classrooms.
11. Continue to identify and target students in the lowest 5% in the school with Math Recovery.

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### Structures

Math Recovery assessments.  
Jump Math training for staff who have not received it.  
Continue to target students based on Fall and Spring assessments with Grades 2-4 and provide support via the EAs and SSRT.

### Budget

Release time for 4 teachers to attend Jump Math training (funded by Imperial Oil)	\$0
Jump Math Workbooks (funded by Imperial Oil)	\$0

<b>Total</b>	<b>\$0</b>
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## **Goal # 4**

**All students will meet or exceed grade level expectations in writing.**

### **Objectives**

Students will be able to write confidently within the given lines.

Students will be able to show evidence of the six traits of writing in their work.

To improve the quality of student work as outlined on the five point writing scale.

### **Analysis/Rationale**

Last year the occupational therapist recommended a printing and handwriting program that allows children to learn these skills easily. Some classes used it and experienced great success with it. We would like to continue to use this program, "Printing Without Tears" from Kindergarten to Grade 2, and "Handwriting Without Tears" for Grades 3 and 4. Once students can physically print easier, writing may not become so strenuous and ideas may flow more freely onto the paper.

The SMART writing assessment shows an increase of students meeting or exceeding in narrative forms of writing. Last year we implemented Six Traits writing throughout the school and observed an increase in the quality and quantity of writing. This year we would like to continue to work and build on this success.

### **Specific Performance Targets for 2010/2011**

100% of Grade 1 students will Fully meet the expectations of writing. 100% of Grade 2 students will Fully meet the expectations of writing. 100% of Grade 3 students will Fully meet the expectations of writing. 100% of Grade 4 students will Fully meet the expectations of writing.
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### **Monitoring/Evaluation**

SMART writing evaluations

In class writing assessments

5 point quick scale for writing

### **Strategies**

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| <ol style="list-style-type: none"><li>1. Teachers will continue to collaborate with writing resource (Six Traits of Writing or Writing A-Z) and discuss what is working in their classrooms.</li><li>2. Continue to provide support of SSRT in individual classrooms during writing lessons.</li><li>3. Teachers will continue to provide selected rubrics so students know what they are aiming for.</li><li>4. Continue to use SMART writing assessments to plan further lessons.</li><li>5. Continue to conference with individual students about their writing.</li><li>6. Continue to share writing with other students, teachers, and parents.</li><li>7. Continue to use Printing and Handwriting Without Tears program.</li></ol> |
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8. Continue to use Word walls in all classrooms.
9. Continue to use "Seed" books or webs to foster pre-writing thinking.
10. Continue to incorporate mini lessons from the Six Traits program on ideas, organization, word choice, voice, fluency, and conventions.
11. Continue to use modeled writing to demo expectations or to introduce new criteria.
12. Use Writing A-Z to teach a variety of writing forms: narrative, expository, poetry, letters, plays, and story writing.
13. Continue to include both guided and free writing in daily writing.
14. Continue to use "Words Their Way" to develop spelling skills.
15. EAs and the SSRT will continue to be scheduled into classes during some writing blocks to support "at risk" students.

### **Structures**

Continue to watch BER Six Traits Writing Video and review previous sessions in monthly staff meetings.

Continue to target students based on Fall and Spring School wide assessments and provide support via the EAs and SSRT.

### **Budget**

Purchase of Printing and Handwriting  
Without Tears (from Learning Resources Budget)

**Total:** \$443.22

**Submitted by School Planning Council**

	<u>Name</u>	<u>Signature</u>
Principal	Jeanie Arva	_____
Teacher	Jeanne Zayac	_____
PAC	Carrie Hawryluk	_____
Parent	Miriam Harrold	_____
Parent	Danielle Harrack	_____
Date	_____	_____

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**Recommended Approval by Superintendent**

\_\_\_\_\_ (Superintendent) \_\_\_\_\_ (Signature)

Date: \_\_\_\_\_

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**Board Approval**

\_\_\_\_\_ (Board Chair) \_\_\_\_\_ (Signature)

Date: \_\_\_\_\_