

School District #81 (Fort Nelson)

School Growth Plan

2007/2008



J.S. Clark

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Name of School

District Vision Statement

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

**School/Community Context**

J.S. Clark Elementary School is a K-4 school of 148 students. Children often walk and cycle to school when the weather allows. Our lobby is a gathering place for parents, with information on the parent bulletin board, while they wait for their children. The parent bulletin board and monthly calendar is kept current with information from the Ministry, school newsletters, PAC and School Planning Council meetings. Community members and parents are invited to post messages on this board as well.

There is an expectation at JS Clark that students and parents will be greeted by name. This way the school offers a family-like environment where everyone is treated with respect, problems are discussed and solved respectfully, and decisions are made collaboratively.

The student population at JS Clark draws from the immediate community. First Nations students make up 35% of our student population and we have an Educational Assistant who works with them on a daily basis.

Our school's purpose is clear. We welcome students every day into an environment of learning and caring, belonging and sharing. Our goal for improved student literacy is the foundation of everything we do in school. We offer many opportunities for students and parents to enjoy all genres of literacy through various activities.

The School Planning Council has initiated school wide literacy activities including time and money to reorganize the library, updating the non-fiction and teacher resource section for guided reading and literature circles. Continued work in this area will transpire throughout the year as even more quality literature is ordered for the school. The library is the heart of J.S. Clark and we believe that students will gain a deeper respect for books and experience continued academic success with the evolution of their literary environment.

Because reading is such an integral part of learning, the teachers at JS Clark use best teaching practices to instruct students in Guided Reading activities. Although there are many authors who have developed upon the idea of Guided Reading, we have found the Fountas and Pinnell comprehensive language and literacy framework works best for our students. Reading 44, a program developed in North Vancouver, is also used frequently in the classroom to enhance comprehension skills and Words Their Way is used to promote phonemic awareness and spelling skills.

The Student Services Resource teacher will support trained Educational Assistants as they administer the Great Leaps Reading and Conditioning Basic Facts math programs. These programs have been implemented for students identified to be "at risk" in the corresponding areas. Evidence of student improvement using these

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programs will support the continuation of them.

Students at J.S. Clark look for ways to make the world a better place. One way to do this is to recycle beverage containers and develop worm compost.

J.S. Clark takes pride in our recess and lunch activities which include intramurals for house teams (Hawks, Eagles, Ravens, and Owls), two adventure playgrounds, two soccer pitches, t-ball/baseball, sliding, swing sets, tetherball, hopscotch and hockey. We also have a teacher working with the students and teachers to teach physical education games for inside and outside of the classroom. Each class has a full half hour for Physical Education every day and incorporates Action Schools for 15 minutes as well.

We are fortunate, at J.S. Clark, to have teachers offer students opportunities to participate in choir and drama at lunch, and an art club after school. These teachers, along with the rest of the staff, also work on the annual Christmas and Spring concerts. In the Spring of 2007, the Vivo Voci choir participated in a music festival and won a silver standing.

## 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. The SPC members will commit to meeting at least three times a year or as needed.

## 2007/2008 School Growth Plan Progress to Date

All kindergarten students were assessed in October 2006 and May 2007 using the Early Intervention Kindergarten Screening Tool. Results are as follows,  
Language Arts:

Print Name :	96% meeting or exceeding expectations
ABC rote:	100% meeting or exceeding expectations
Letters:	93% meeting or exceeding expectations
Sounds:	89% meeting or exceeding expectations
Visual match:	93% meeting or exceeding expectations
Phonemes:	86% meeting or exceeding expectations

Math:

Numbers (rote)	100% meeting or exceeding expectations
Spatial activity:	89% meeting or exceeding expectations
Number (identification)	96% meeting or exceeding expectations

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Number (groups) 93% meeting or exceeding expectations

All students in Grade One to Four were assessed in September 2006, February and June 2007 using On The Mark Assessment for reading ability. The results are as follows,

- 81% of Grade One students were reading at, or above, the goal level of H, thereby exceeding the growth plan target by 11%
- 92% of Grade Two students were reading at, or above, the goal level of L, thereby exceeding the growth plan target by 12%
- 95% of Grade Three students were reading at, or above, the goal level of O, thereby exceeding the growth plan target by 10%
- 87% of Grade Four students were reading at, or above, the goal level of S, thereby exceeding the growth plan target by 2%

## **School Growth Plan 2007/2008**

The draft growth plan was presented to the JSC School Planning Council in May 2007. The SPC did not change the goals but did make some changes to strategies and included an inclusive learner support model to benefit all children in the school. The school staff reviewed the draft growth plan on May 18, 2007. The Superintendent reviewed the draft growth plan in July 2007. The SPC reviewed the draft growth plan on September 26, 2007. JSC staff will review the draft growth plan on October 11, 2007. The Superintendent and principal reviewed the draft plan on October 4, 2007. The Trustees of SD381 reviewed the draft growth plan on October 9, 2007.

### **Goals Selection**

1. All students will improve their ability to read.
2. All students will improve their mathematical abilities.

### **Goal #1**

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

### **Objective**

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

To improve reading comprehension skills of all students.

To increase the reading fluency of students identified “at risk”.

## **Analysis/Rationale**

Although 89% of our students are reading at grade level, there are concerns that they are not fully comprehending the text. In order to maintain such a high reading level and support all students, we must provide more reading activities for the children both within the school environment and at home.

The implementation of the Early Intervention Program in Kindergarten and Grade One has been very successful with support from the SSRT in the classroom. This model has proven to benefit more students as it allows extra support for the classroom teachers. With the support of the SSRT, teachers are able to provide even more individualized support to every child in the areas of reading, writing and sometimes math.

Literature circles are implemented in some classrooms where the students are developmentally ready to take on the challenge. They too will continue this year to provide opportunities for deeper understanding of text. Literature circles provide a framework of guided discussion questions where the students are free to share ideas about the literature read.

Guided reading is also implemented in every classroom. Again, with the assistance of the SSRT, teachers are able to further identify and meet individual students' needs. Guided reading not only provides comprehension exercises for the children but also monitors the fluency of the students' reading.

## **Specific Performance Targets for 2007/2008**

100% of Grade One students will read at level H by the end of May 2008.  
100% of Grade Two students will read at level L by the end of May 2008.  
100% of Grade Three students will read at level O by the end of May 2008.  
100% of Grade Four students will read at level S by the end of May 2008.

**Monitoring/Evaluation:** On The Mark Assessments  
Individual classroom assessments  
FSA data  
Yopp-Singer Test of Phoneme Segmentation (K)

### **Strategies:**

1. Use of Animated Alphabet in Kindergarten Program.
2. Implementation of Great Leaps program 3x a week for non-aboriginal students deemed to be "at risk" and 5x a week for aboriginal students deemed, "at risk".
3. Opportunities for Guided Reading in Grades 1-4
4. Opportunities for Literature circles for students reading with fluency.

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5. Use On The Mark assessment to direct reading lessons.
6. Implement Words Their Way using the sequential guidelines to teach phonological skills and patterns in words.
7. Encourage daily student participation in the Read With Me Club.
8. Weekly sign out of leveled books from the library.
9. Parent volunteers are welcome to read with students.
10. Implementation of Reading 44 or SMART learning strategies for reading comprehension.
11. Identify Kindergarten students for Early Intervention in Grade One.
12. SSRT will model Reading 44 and SMART strategies within the classroom.
13. Reference and voluntary implementation of the BC Performance Standards in Reading.
14. Educational assistants will be scheduled, in collaboration with the principal and SSRT, in classes to work on individual reading groups.
15. The SSRT will schedule an inclusive model of learner support within the classroom in collaboration with individual teachers and principal.
16. A READ ALL DAY will be held in winter where the children will participate in guided reading, read alouds, reader's theatre and other reading activities.
17. Use of Book Treks literature for students reading beyond level T
18. Use of Scholastic's Literacy Place in Grades 2 and 3. (Gr.4 has been ordered)
19. Piloting Nelson anthology series with BC based science and social studies curriculum in Grade 4.

### Structures

Provision of release time for teachers to observe another teacher or the SSRT teaching a reading lesson.

Provision of release time for teachers to mark school wide assessments.

Purchase Words Their Way for two new teachers.

Purchase of Piloting materials for Nelson series.

### Budget

Words Their Way	100.00
Kindergarten Orientation	400.00
Home Reading Program	260.00
Teacher release time (Perf. Stand.Assess.)2days@\$387	775.00

**Total** **\$1,535.00**

Nelson Piloting Project 1400.00 (funded through Raise A Reader)

**Goal #2**

All students will improve their mathematical abilities.

**Objective**

To teach students a deeper understanding and faster recall of the basic facts including addition, subtraction, multiplication and division (where applicable).

To increase students' ability to solve real life examples of mathematical problems.

To increase math literacy and comprehension.

**Analysis/Rationale**

Although students have demonstrated strong skills in addition, areas of subtraction, multiplication and division have not been as strong. Data collected has shown a lack of problem solving ability, especially in everyday situations or examples. Only 8 out of 31 Grade 4 students scored a "fully meeting" in the area of mathematics. None were exceeding. Furthermore, introduction of Math Makes Sense presents a new direction in teaching mathematics as it focuses more on understanding than "drill and kill". Finally, test scores indicate that Representation and Communication and Patterning in Mathematics are subgroups requiring extra attention.

**Specific Performance Targets for 2007/2008**

All Grade Two students will achieve a score of 90%, or above, in addition and subtraction by the end of May 2008.

All Grade Three students will achieve a score of 90%, or above, in addition, subtraction, and multiplication, up to the product of 25, by the end of May 2008.

All Grade Four students will achieve a score of 90%, or above, in addition, subtraction, multiplication, and division by the end of May 2008.

All students will meet or exceed grade level expectations for communicating and representing their understanding of mathematical concepts.

**Monitoring/Evaluation: FSA results**

All The Facts assessment

Report card data

Monitor the number of students requiring extra support

Satisfaction Survey results

Vancouver Islandnet Diagnostic Math

Assessment (end of Gr.2,3&4)

**Strategies**

1. Use of the BC Performance Standards in Numeracy or Rubrics at end of Math Makes Sense units.
2. Educational Assistants will be scheduled, with collaboration of principal and SSRT, in classes during some Math blocks.
3. Teachers will be in-serviced on using Math Makes Sense and the philosophy behind it.
4. Math bulletin board in the hallway with word problems and children's work displayed.
5. Use of Trevor Calkin's Power of Ten to reinforce basic facts.
6. Teachers will use manipulatives and problem solving approaches inherent in the Math Makes Sense program.
7. Teachers will contribute student work to the Math Vocabulary and Problem solving sections of our bi-weekly newsletter.
8. Teachers will share and discuss lessons and ideas with colleagues in grade groups to find out what is working well and what is not.
9. Teachers will use class graphs and other lessons to illicit mathematical literacy.

**Structures**

Provision of release time for teachers to observe another teacher, or the SSRT, teaching a math lesson with manipulatives.

Provision of release time for teachers to mark school wide math assessments and collaborate in grade groups.

Purchase Math Makes Sense Teacher Guides and homework sheets for each grade level.

Purchase manipulatives so there are enough to supply each classroom and containers to hold them.

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**Budget**

Release time for teachers to observe colleagues teaching math with manipulatives.(2days@\$387)	775.00
Release time for teachers to assess and collaborate with Perf.Standards/Rubrics	775.00
Math Makes Sense Materials	500.00
Manipulatives	1,465.00
<b>Total:</b>	<b>\$3,465.00</b>

**School District #81 (Fort Nelson) 2007-2008**  
**Submitted by School Planning Council**

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	Name	Signature
Principal	_____	_____
Teacher	_____	_____
Parent	_____	_____
Parent	_____	_____
Parent	_____	_____
Student	_____	_____
Date	_____	_____

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**Recommended Approval by Superintendent**

	_____	_____
	(Superintendent)	(Signature)
Date:	_____	

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**Board Approval**

	_____	_____
	(Board Chair)	(Signature)
Date:	_____	