

School District #81 (Fort Nelson)

School Growth Plan

2012/2013



November 6, 2012

G.W. Carlson Elementary

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

10250.03

School/Community Context

G.W. Carlson School is K-4 school of approximately 182 students. The five "Bees" of our school are: Be Respectful, Be On task, Be Cooperative, Be Kind, and Be Safe. Our acronym for our five "Bees" is G.W.C. R.O.C.K.S. Our students know our "Bees" and respect them.

Our school is situated on top of a hill within a picturesque landscape. Students and staff are able to enjoy the spacious grounds, which promote healthy living in a scenic environment. Our lobby is a welcoming place for parents to gather. Parents can view our bulletin board, which is changed monthly, and access current school newsletters and information from the Ministry, PAC and School Planning Council.

It is a goal for staff and PAC at G.W. Carlson to continue to strive for a welcoming, friendly, respectful and caring environment. In this light, we will reflect on constructive criticism and continue to grow and respond respectfully to student, parent and community concerns and arrive at decisions collaboratively.

Our PAC provides numerous programs for our students such as the B.C. Fruit and Vegetable Program, the In Class Fruit Program, the Milk Program, the Healthy Hot Lunch Program, and numerous other opportunities. We are truly fortunate to have a supportive and active PAC at GW Carlson.

Our School Planning Council has initiated school wide literacy and math goals. The SPC works in coordination with administration and teachers furthering these important initiatives.

GW Carlson is also home to the StrongStart BC Program. The StrongStart is a free, drop-in early learning program for preschool-aged children accompanied by a parent or a caregiver. A qualified early childhood educator leads learning activities, including stories, music and art to help children get ready for success in kindergarten. Parents and caregivers attending StrongStart BC centres can expect to participate in organized sessions like story time, in play activities, and in serving a healthy snack. Parents and caregivers are likely to discover new ways to support their children's learning at home, and may make valuable connections with others attending the centre.

2011/2012 School Growth Plan Progress to Date

The 2011/2012 action plan was successfully carried out with the initiatives undertaken. As we are seeing gains in our students' achievement results, our Reading and Math goals and strategies will continue for the 12/13 school year.

We are again encouraged by continued strong performances throughout the grades in the areas of reading, writing and numeracy. The 2012 Foundation Skills Assessments showed us that GW Carlson students are performing above provincial average in the area of reading (97% vs. 70%), above in writing (97% vs. 72%), and above provincial average in numeracy (97% vs. 58%). The recent year of School Satisfaction Surveys showed no new trends or concerns.

School Growth Plan 2011/2012

The School Planning Council developed the 2011 – 2012 School Growth Plan. The council met last year to examine incoming data and information. Data and interpretations were shared with the PAC/SPC for dialogue and discussion. Data presented at meetings resulted in general discussion on data interpretation, comparisons to past data, possible trends and a discussion on effective strategies. Disaggregated data was examined in the areas of female, male and aboriginal students. Decisions were made through informal consensus.

We relied on data from standardized tests FSA (Foundation Skills Assessment), and school based assessments: On the Mark Reading Assessment, Vancouver Island Math Diagnostic Assessment, Yopp Singer Phonemic Awareness Kindergarten Assessment, Levelled Literacy Intervention, Great Leaps, Math Recovery and School Satisfaction Survey as sources of input.

The 2012-2013 academic goals were selected based on the schools' performance in relation to the goals of the last few years. There is a desire to maintain performance in the areas where goals are improving and to further improve performance in those areas. Although difficult to measure, our school also has a focus on social responsibility and has put in place many programs: Kids in the Know, Mind Up, Friends program, intramurals, Leadership Club, Action schools and programs to give students the tools they need for conflict resolution and healthy living.

Goals Selection

1. All students will fully meet or exceed expectations in math by the end of grade four.
2. All students will fully meet or exceed expectations in reading by the end of grade four.

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Goal #1 --

All Students will Fully Meet or Exceed Expectations in Math by the end of grade four.

Objectives:

-To have grade 2-4 students fully meet or exceed on the Vancouver Island Math Assessment by the end of the respective grade.

Analysis/Rationale:

- Math Facts are essential for student success in mathematics.
- Classroom based Data collection criteria are established.
- Classroom based fall, spring, and year to year data is available for comparison.
- Foundation Skills Assessment math results (2012) are above provincial average for all students (97% vs. 58%)
- Foundation Skills Assessment results (2012) showed no significance difference among males or females.
- Our aboriginal students show no significant achievement differences from non-aboriginal students on school based assessments.
- The Vancouver Island Math Assessment employs the Western and Northern Canadian Protocol (WNCP) which aligns the curricular objectives with the assessment.

Specific Performance Results for 2011/2012

Average Achievement on VIMA on year end assessment

2011/2012

Grade	% Fully Meet (70-89%)	% Exceed (90-100%)	Total
Two	42%	25%	67%
Three	31%	38%	69%
Four	55%	23%	78%

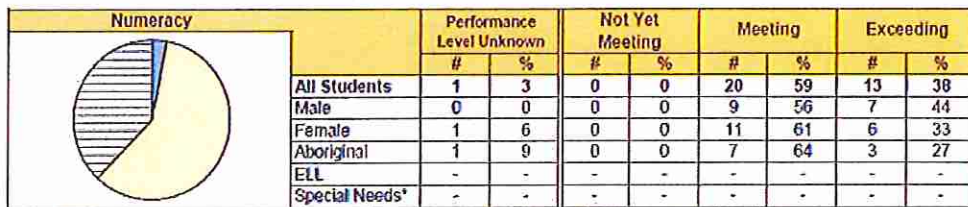
2010/2011

Grade	% Fully Meet (70-89%)	% Exceed (90-100%)	Total
Two	33%	58%	92%
Three	36%	48%	85%
Four	32%	13%	45%

2009/2010

Grade	% Fully Meet (70-89%)	% Exceed (90-100%)	Total
Two	76%	10%	86%
Three	28%	44%	72%
Four	68%	8%	76%

Foundation Skills Assessment Results 2012



■ Performance Level Unknown
 Not Yet Meeting
 Meeting
 Exceeding

Note: Special Needs Includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

Specific Performance Targets for 2012/2013

To have all grade three through four students Fully Meeting or Exceeding as determined by the VIMA. Assessment is to take place three times a year. The Beginning of Grade Assessment is administered in October to shape classroom instruction and review prior learning. The End of Grade assessment is administered in March to shape and determine further curricular concepts. Final assessment to be administered in May. Although included in the data, grade two students will only participate in the End of Grade two assessments in May to create baseline data and assess curricular learning.

Actions (Ongoing)

1. Continued use of Math Makes Sense for Grade K-4. WNCP Editions to be updated.
2. Vancouver IslandNet Diagnostic Math Assessment to be used in September, March and the end of May for grade two-four. N.B. Grade two students only write assessment at the end of grade two. Baseline data to be collected.
3. Continue to use baseline VIMA data to shape instruction. Grade level teacher based collaboration.
4. Continue use of Jump Math
5. Continue to focus on appropriate consistent mathematics vocabulary school-wide.
6. Continue to target aboriginal and non-aboriginal students based on fall and spring school-wide assessments for mathematical improvement (VIMA), and provide support via aboriginal E.A.
7. Use EA and SSRT time for Math Recovery.
8. Continue early intervention using Math Recovery
9. Continue to use the Problem Solver Series school-wide to augment weekly planned problem solving in the classroom.
10. Continued use of the Power of Ten Strategies for all the facts you need to know.
11. Continued use of Math Recovery for Grade K-4.
12. Continue use of Conditioning Math Facts
13. Continue to use Essential Skills Math Computer Program
14. Continue use of Mathletics computer based online program

Actions (Scheduled Review)

1. Assess all grade 3-4 students using VIMA. Assesses Grade two students once as baseline data at end of year.
2. Continue a third VIMA assessment using final grade level assessment in March to further Assessment for learning. (Under review. Refer to #6)
3. Locate, review and further implement Math Recovery.
4. Hold three meetings to review, collaborate, assess, and interpret student progress.
5. Further training in Jump Math
6. Form a committee to analyse and interpret the VIMA. Committee will ask the question: Is the way we are using the VIMA effective? Is there a better way to assess? How can we make assessment more relevant for teachers?

Monitoring/Evaluation

1. VIMA Data to be collected and examined in Sept, March and May. End of year assessment results forwarded to receiving teacher/school. (Under review)
2. Hold two meetings to review, collaborate, assess, and interpret student progress
3. IEP's –collect numbers in fall and spring. Individual IEP's will be tracked.
4. Foundation Skills Assessment Results

Budget

1. \$1000.00 for release time to focus on school math goals, potential curricular resources focused on improvement of goals.

Goal #2 –

All Students will Fully Meet or Exceed Expectations in Reading by the end of grade four.

Objective:

At each grade level all students will be reading and comprehending, at or above grade level, as indicated by a standing of the last Fountas & Pinnell letter category for the respective grade.

Analysis/Rationale

- According to 2012 classroom data a majority of students are reading at or above grade level.
- The 2012 FSA results scored above provincial average for the fourth year in a row. Foundation Skills Assessment 2011 showed 97% of students meeting. The provincial Average is 70%
- Our aboriginal students show no significant achievement differences from non-aboriginal students on school-based assessments.

Specific Performance Results 2011/2012

This chart shows the percentage of students who were at the highest reading level for their respective grade or beyond at the year-end assessment time.

Currently using On the Mark Reading Assessment

	Grade 1	Grade 2	Grade 3	Grade 4
08/09	85	60	88	75
09/10	73	100	54	85
10/11	79	97	94	63
11/12	77	83	100	94

Foundation Skills Assessment Results 2012

Reading	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		
	#	%	#	%	#	%	#	%	
	All Students	1	3	0	0	23	68	10	29
	Male	0	0	0	0	13	81	3	19
	Female	1	0	0	0	10	60	7	39
	Aboriginal	1	0	0	0	0	65	4	36
	ELL	-	-	-	-	-	-	-	-
	Special Needs*	-	-	-	-	-	-	-	-

Specific Performance Targets for 2012/2013

To have all grade two through four students Fully Meeting or Exceeding as determined by the On The Mark assessment. Grade ones, although tracked, are not included in this target as we felt it was developmentally inappropriate. Baseline data is collected at the end of the year using On the Mark for grade one.

Actions (Ongoing)

1. Use of guided reading in classrooms as the basis for classroom reading programs.
2. Continue to use and monitor the Great Leaps program for identified at risk students.
3. Continue school-wide use of Benchmarks and On the Mark reading assessment tools.
4. Use Book Treks and LLI for students who have achieved level T to promote further comprehension skill development.
5. Use LLI to assess students above T.
6. Continue the Power of Reading in all classes as complimentary strategies to further reading development.
7. Continue use of Sight Words program
8. Have in-class reading celebrations.
9. SSRT continue use of Phonemic Awareness Strategies
10. Use Reading Eggs Online Program

Actions (Scheduled Review)

1. Schedule Student Services Resource Teacher time with Guided Reading time where appropriate and warranted.
2. Schedule Student Services Resource Teacher time with LLI time where appropriate and warranted.
3. Provide teacher release time, if TOC available, one day a year to complete reading inventories.
4. Schedule Aboriginal E.A. on Great Leaps Program five times per week per student where there is a need.
5. Continue to track Kindergarten students using the Yopp-Singer Phonemic Awareness Kindergarten-screen and providing Student Services Resource Teacher support to those identified in fall assessment.
6. Continue the process of levelling the library books according to the Fountas & Pinnell levelling system.
7. Continue to target students based on fall and spring school-wide assessments, and provide support via E.A. using Great Leaps program.

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8. Hold two meetings to review, collaborate, assess, and interpret student progress in reading.
9. Purchase of Fountas Pinnell Levelled Literacy Intervention Red kit (Levels L-Q) to support struggling readers.





Monitoring/Evaluation

1. Collect formal reading inventory three times a school year (1st, 2nd and 3rd reporting periods). In the fall the teachers will be given the end-of-year levels of their students. They will be responsible for assessing any new students, or students for whom classroom observation does not match the assessment from the previous year.
2. Collect report card data
3. Hold two meetings to review, collaborate, assess, and interpret student progress
4. IEP's –collect numbers in fall and spring. Individual IEP's will be monitored.
5. Collect Data for Yopp-Singer Phonemic Awareness K-Screening
6. Monitor grade level results
7. Foundation Skills Assessment Results
8. Satisfaction Survey Result


Budget

1. \$1000 for release time to focus on school math goals, potential curricular resources focused on improvement of goals.


Submitted by School Planning Council

Principal	(Name) Scott Stephenson	(Signature) 
Teacher		
Parent	Chen Morin	
Parent	Rachelle Konschuh	
Parent	Lisa D'Aloia	
Date	<u>Nov 5, 2012</u>	

Recommended Approval by Superintendent

	Diana Samchuck	
	(Superintendent)	(Signature)
Date	<u>Nov. 7/12</u>	

Board Approval

	<u>Lorraine Bumstead</u>	
	(Board Chair)	(Signature)
Date	<u>Nov 7, 2012</u>	