

School District #81 (Fort Nelson)

School Growth Plan

2012/2013



J. S. Clark Elementary School

Miss Jeanie Arva

Principal

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

10250.0

School/Community Context

J.S. Clark Elementary School has approximately 118 students from Kindergarten to Grade 4. There are six 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 Aboriginal students making up approximately 25%. An Aboriginal Support worker works one on one or in small groups of children in the classroom. We also have 1 student with identified Special Needs who has a full time Personal Attendant.

Our school's goal is to further improve student literacy, writing and mathematics. We are continuing with strategies that were introduced over the past three years for literacy, writing and math. A teacher and the principal share the Student Support and Resource Teacher position. Every classroom receives support with reading every day. Our Educational Assistants also provide support for students deemed at risk through Great Leaps Reading, Math Recovery and Early Intervention skills.

The Library is the heart of our school. We have a teacher-librarian and library technician who keeps 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, Words Their Way, Handwriting Without Tears, Math Makes Sense and Jump Math are some specific programs that we have had training with over the past three years. Our goal this year is to continue becoming more confident and consistent with using these programs so that we see continued growth in student achievement across the grades.

Social Responsibility continues to be an area of focus for our school. We follow strategies from Rachel's Challenge and encourage students to get caught in an act of kindness. If they are caught doing a good deed, their name is put on a leaf and added to our seasonal Caught in an Act of Kindness board. We will continue to use the new programs that were introduced last year: Mindup and Kids in the Know.

This year we are planning to participate in more activities for charity such as the Terry Fox Run, Christmas hampers, penny drive, bake sales and garage sale for Free the Children, and Hoops for Homes. Students and teachers look for ways to make the world a better place and have implemented a recycling program for drink containers, cell phones, and ink cartridges. This year we plan to add in recycling of paper, cardboard and tin cans. We are also a Healthy Living School and participate in the Fruit and Vegetable program.

The "Kindness and Compassion" club will meet every other week at lunch. The students will be encouraged to practice Rachel's Challenges by showing kindness and doing good deeds in our school and community.

Communication Plan

The progress of the school growth plan will be reported at all Parent Advisory Council Meetings and at the monthly JSC staff meetings. The principal will include updates in

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the school's monthly newsletter and Principal's Report. SPC members will commit to meeting at least three times a year or as needed.

2012-13 School Growth Plan Progress to Date

All Kindergarten and Grade One students were assessed in October 2011 and May 2012 using the **Yopp-Singer Phonemic Awareness** assessment. Results for May 2012 are as follows: Numbers in parenthesis are May 2011 data.

Kindergarten

5% (22%) Not Yet Meeting expectations
0% (13%) Minimally Meeting expectations
95% (65%) Fully Meeting expectations

Grade 1

0% (0%) Not Yet Meeting expectations
5% (0%) Minimally Meeting expectations
95% (100%) Fully Meeting expectations

All students in Grade One to Four were assessed in October 2011, February and May 2012 using **On the Mark Assessment for reading** ability. Results for May 2012 are as follows. The reading levels are the grade level expectation for the end of the year. Numbers in parenthesis are May 2011 data.

69% (79%) Grade 1 students were reading at level H or above
79% (87%) Grade 2 students were reading at level L or above
80% (72%) Grade 3 students were reading at level P or above
62% (90%) Grade 4 students were reading at level S or above

All students in Grade One to Four were assessed using **SMART writing** in November 2011, February and May 2012. Results for May 2012 are as follows. Numbers in parenthesis are May 2011 data.

Grade 1

5% (0%) Not yet meeting expectations
0% (9%) Minimally meeting expectations
85% (73%) Fully meeting expectations
10% (18%) Exceeding expectations

Grade 2

0% (0%) Minimally meeting expectations
79% (91%) Fully meeting expectations
21% (9%) Exceeding expectations

Grade 3

0% (12%) Minimally meeting expectations
79% (88%) Fully meeting expectations
21% (0%) Exceeding expectations

Grade 4

0% (0%) Minimally meeting expectations
77% (74%) Fully meeting expectations
23% (26%) Exceeding expectations

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We used the **Vancouver Island Net Math Assessment** in Grades 2-4. Results for May 2012 are as follows. Numbers in parenthesis are from May 2011.

Grade 2

0% (3%) Minimally meeting expectations
56% (35%) Fully meeting expectations
44% (62%) Exceeding expectations

Grade 3

3% (0%) Not yet meeting
10% (4%) Minimally meeting expectations
39% (60%) Fully meeting expectations
48% (36%) Exceeding expectations

Grade 4

0% (5%) Not Yet meeting expectations
12% (0%) Minimally meeting expectations
88% (79%) Fully Meeting expectations
0% (16%) Exceeding expectations

Grade 4 FSA (Foundation Skill Assessment) for May 2012 are as follows. Numbers in parenthesis are from May 2011.

Reading

2% (0%) Not yet meeting
57% (43%) Meeting Expectations
38% (47%) Exceeding Expectations

Writing

0% (4%) Not Meeting Expectations
87% (76%) Meeting Expectations
7% (10%) Exceeding Expectations

Numeracy

2% (0%) Not Meeting Expectations
36% (53%) Meeting Expectations
56% (37%) Exceeding Expectations

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 working on Phonemic Awareness activities (rhyming, differentiating, blending, and segmenting) has increased the students' confidence and reading abilities. Playing word games, rhyming bingo, letter and sound recognition games and simply reading with the students has also 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. The LLI Orange Kit is designed to help Kindergarten students develop their pre-reading skills; therefore, the addition of this kit into the classroom will greatly benefit all of the students. It will also help the Grade 1 students that are struggling with reading and will be introduced in October.

Specific Performance Targets for 2012-2013

90% of Kindergarten students will fully meet expectations by the end of May 2013
100% of Grade 1 students will fully meet expectations by the end of May 2013

Monitoring/Evaluation

Yopp-Singer Assessment

Actions

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.

Budget

\$0

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 continue to ensure the students comprehend what they are reading by using connecting, visualizing, questioning, inferring, synthesizing, analyzing, comparing, contrasting, predicting and critical thinking skills. These skills apply to Fiction and Non-Fiction materials and have been introduced in each Grade as appropriate. This year we want to increase the use of non-fiction texts in daily reading lessons and gain confidence with comprehension skills.

The data reveals that there is a small increase in the number of students in Grade 1 and 2 that are not reading at Grade level. Last year we introduced the LLI Kit with some reading groups with great success. The school now has Orange, Green and Blue kits, which will be used in all classes with students that are at risk. We have ordered the Red kit, which is for Grade 3. It is our hope that this will help to increase the number of students reading at Grade level in Grades 2 and 3 as well as the other Grades. The Great Leaps Program will also continue to provide extra reading practice for those students at risk. All at risk students will receive a minimum of an hour of Reading instruction a day through Guided Reading with their teacher, LLI with the SSRT, and Great Leaps with an EA.

Guided reading will continue to be implemented in each classroom. 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. Literature Circles/ Novel Studies continue to be 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.

Specific Performance Targets for 2012/2013

100% of Grade 1 students will read at level H by the end of May 2013
100% of Grade 2 students will read at level L by the end of May 2013
100% of Grade 3 students will read at level P by the end of May 2013
100% of Grade 4 students will read at level S by the end of May 2013

Monitoring/Evaluation

On the Mark Assessments
Reading A-Z Assessment
Benchmarks Assessments (levels A-Z)
Running records
FSA data
Great Leaps Data
LLI Assessments

Actions

1. Continue to implement Great Leaps program five times a week for aboriginal students deemed

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'at risk' and three to five times a week for non-aboriginal students.

2. Continue to have Aboriginal students participate in Great Leaps reading until they are one year ahead of the grade expectation.
3. Continue daily guided reading lessons in Grades 1-4.
4. Continue to complete various Reading Response sheets from SMART, Reading 44, Reading Power, and Reading A-Z with Guided Reading lessons.
5. Continue to provide opportunities for literature circles for students who are fluent in reading.
6. Continue to use 'On the Mark' assessment data to guide lessons.
7. Continue to use 'Words Their Way' using the sequential guidelines to teach phonological skills and word patterns.
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 various reading strategies 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. Use Benchmarks Kit 2 to assess students reading beyond level T.
16. The SSRT will use LLI Kits (Green, Blue, Orange, and Red) in each class with students that are at risk.
17. Use the LLI Orange Kit and Guided Reading books with Kindergarten students as they are ready for reading.
18. Teachers will collaborate on Reading Power strategies and discuss how they are working in their classrooms.

Budget:

LLI Red Kit (Grade 3)	\$5662.54 (\$2805.02 from Learning Resources/ \$2857.52 from Growth Plan)
6 TOC days for teachers to do assessments	\$2142.48
Total	\$5000.00

Goal # 3

All students will improve their mathematical abilities.

Objectives

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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 decreased slightly in Grade 3 and 4 this past year. Therefore, at risk students will be assessed for Math Recovery in September, and extra support will be given in classrooms as needed. Areas requiring more coverage are numeracy, story problems, addition and subtraction of two and three digit numbers, fractions, decimals, multiplication and division. Last year was the first year that all the teachers for Grades 1-4 used the Jump Math Program. We will continue to use this program this year because the use of scaffolding and teaching for mastery are good strategies for helping students to improve their mathematical abilities.

Specific Performance Targets for 2012/2013

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 2013

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

Actions

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. Continue to use prior knowledge and problem solving when beginning new concepts.
5. Continue to use manipulatives when teaching new concepts.
6. Teachers will have students show mastery before completing the workbooks.
7. 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)
8. Teachers will collaborate on Jump Math lessons and discuss how it is working in their classrooms.
9. Continue to identify and target students in the lowest 5% in the school with Math Recovery.

Budget

\$0

Goal # 4

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

Objectives

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 six traits writing scale.

Analysis/Rationale

The SMART writing assessment shows an increase of students exceeding in narrative forms of writing in Grades 2 and 3. When Six Traits was first implemented three years ago, there was a noticeable increase in the quality and quantity of writing. Last year we continued to work and build on this success. The data collected during the previous year for a high, medium and low student from each class revealed that there was a steady improvement over the year. Most students improved in each trait. These students were assessed with both a Six Traits rubric and the Five Point Writing scale. They scored the same number on each scale. Therefore, we will use the Six Traits rubric to assess the student's daily writing and the Five Point scale for data collection. The students will also use the Six Traits rubric to assess their own writing. The more aware they are of what the Six Traits criteria are, the more they will be able to apply the criteria to their own writing.

Specific Performance Targets for 2012-2013

100% of Grade 1 students will fully meet the expectations of writing by the end of May 2013
100% of Grade 2 students will fully meet the expectations of writing by the end of May 2013
100% of Grade 3 students will fully meet the expectations of writing by the end of May 2013
100% of Grade 4 students will fully meet the expectations of writing by the end of May 2013

Monitoring/Evaluation

SMART writing evaluations
In class writing assessments
Six Traits scale for writing

Actions

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.
2. Continue to provide support of SSRT in individual classrooms during writing lessons.
3. Teachers will provide Six Traits rubrics so students know what they are aiming for.
4. Continue to use SMART writing assessments to plan further lessons.
5. Continue to conference with individual students about their writing.
6. Continue to share writing with other students, teachers, and parents.
7. Continue to use Printing and Handwriting Without Tears program.
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 or other resources to teach a variety of writing forms:

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- 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.
 16. Students will use the Six Traits scale for each trait to assess their own writing.
 17. Teachers will use the Six Traits scale to assess writing

Budget

\$0

Submitted by School Planning Council

	<u>Name</u>	<u>Signature</u>
Principal	Jeanie Arva	_____
Teacher	Jeanne Zayac	_____
PAC	Sirita Hoenen	_____

School District #81 (Fossil Nelson) 2012-2013

Parent Miriam Harrold _____

Parent Melissa King _____

Date _____

Recommended Approval by Superintendent

(Superintendent)

(Signature)

Date: _____

Board Approval

(Board Chair)

(Signature)


Date: _____

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Submitted by School Planning Council

	<u>Name</u>	<u>Signature</u>
Principal	Jeanie Arva	<u></u>
Teacher	Jeanne Zayac	<u>_____</u>
PAC	Sirita Hoenen	<u></u>
Parent	Miriam Harrold	<u></u>
Parent	Melissa King	<u></u>

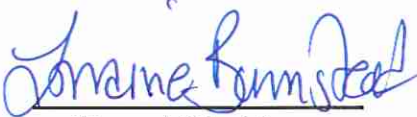
Date Oct. 26 / 2012 _____

Recommended Approval by Superintendent


(Superintendent) (Signature)

Date: Nov. 7 / 12 _____

Board Approval

 Lorraine Bumstead
(Board Chair) (Signature)

Date: Nov 7, 2012 _____

