

School District #81 (Fort Nelson)

School Growth Plan

2014/2015

November 12, 2014

G.W. Carlson Elementary

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

School/Community Context

G.W. Carlson School is K-4 school of approximately 188 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 acronym and are able to discuss school rules and expectations. Each month we have an assembly that recognizes students that exemplify these expectations with a ROCKS award.

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, community notices, student recognition and information from the Ministry, PAC and School Planning Council.

It is a goal for staff and the 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 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. Our 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 centers 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 center.

2013/2014 School Growth Plan Progress to Date

The 2013/2014 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 14/15 school year. This year we have added a Writing goal.

We are again encouraged by continued strong performances throughout the grades in the areas of reading, writing and numeracy. The 2014 Foundation Skills Assessments showed us that GW Carlson students are performing above provincial average in the area of reading (100% vs. 70%), above in writing (96% vs. 71%), and above provincial average in numeracy (100% vs. 68%). The recent year of School Satisfaction Surveys showed no new trends or concerns.

School Growth Plan 2014/2015

The School Planning Council developed the 2014/2015 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, Leveled Literacy Intervention, Great Leaps, Math Recovery and School Satisfaction Survey as sources of input.

The 2014-2015 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, lunch time gym blocks, leadership opportunities for students, Action schools and other 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.
3. All students will fully meet or exceed expectations in writing by the end of grade four.

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 has been established.
- Classroom based year to year data is available for comparison.
- Foundation Skills Assessment math results (2014) are above provincial average for all students (100% vs. 70%)
- Foundation Skills Assessment results (2014) 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 2013/2014

Average Achievement on VIMA on year end assessment

2013/2014

Grade	Not Yet Meeting (0-49%)	Minimally Meeting (50-59%)	Meeting (60-74%)	Fully Meet (75-89%)	Exceed (90-100%)
Two	6%	11%	29%	43%	11%
Three	3%	15%	29%	35%	18%
Four	0%	20%	28%	40%	12%

2012/2013

Grade	Not Yet Meeting (0-49%)	Minimally Meeting (50-59%)	Meeting (60-74%)	Fully Meet (75-89%)	Exceed (90-100%)
Two	0%	3%	17%	39%	42%
Three	8%	12%	3%	44%	28%
Four	0%	4%	50%	42%	4%

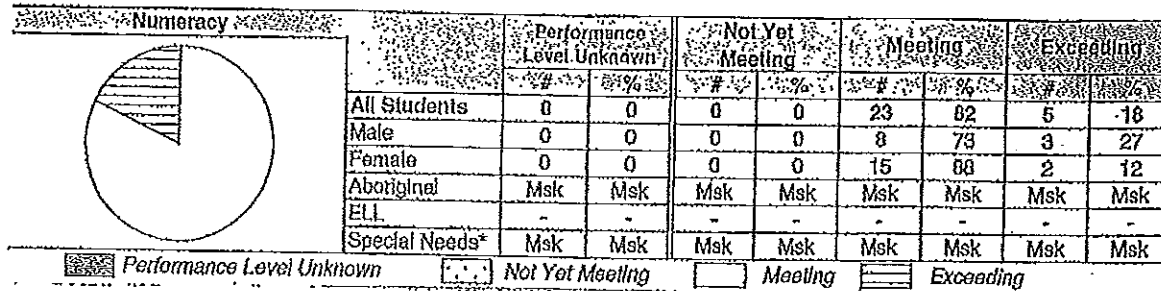
2011/2012

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%

Foundation Skills Assessment Results 2014



Specific Performance Targets for 2014/2015

To have all grades two through four students Fully Meeting or Exceeding as determined by the VIMA. Assessment is to take place at the end of the school year. The final assessment is to be administered in May.

Actions (Ongoing)

1. Continued use of Math Makes Sense for Grade K-4.
2. Vancouver IslandNet Diagnostic Math Assessment to be used in May. Baseline data to be collected. Keep year end assessments in student files for next year's teachers to access to guide instruction.
3. Continue to use baseline VIMA data to shape instruction. Grade level teacher based collaboration.
4. Continue to offer Jump Math as an approved resource.
5. Focus on appropriate consistent mathematics vocabulary school-wide.
6. Continue to target aboriginal and non-aboriginal students based on school-wide assessments for mathematical improvement (VIMA) and report card data, and provide support via EAs.
7. Use EA and SSRT time for Math Recovery.
8. Continue early intervention using Math Recovery.
9. Continued use of the Power of Ten Strategies for all the facts you need to know.
10. Continued use of Math Recovery for Grade K-4.
11. Continue use of Mathletics computer based online program.
12. Continue to use manipulatives when teaching new concepts

Actions (Scheduled Review)

1. Assess all grade 2-4 students using VIMA.
2. Continue to use Math Recovery.
3. Use staff meetings to review, collaborate, assess, and interpret student progress.
4. Further training in Jump Math.
5. Educational assistants will continue to be scheduled in classes during some math blocks when possible

Monitoring/Evaluation

1. VIMA Data to be collected and examined in May. End of year assessment results forwarded to receiving teacher/school.
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, release time to mark assessments, and potential curricular resources focused on improvement of goals.

Specific Performance Targets for 2014/2015

To have all grade two, three, and four students Fully Meeting or Exceeding as determined by the Benchmarks. Grade ones, although tracked, are not included in this target as we felt it was developmentally inappropriate. Baseline data is collected throughout 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 Benchmark 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 and for the Grade 4 classes.
6. Continue the Reading Power in all classes as complimentary strategies to further reading development.
7. Continue use of Sight Words program.
8. Have in-class reading celebrations.
9. SSRTs and EAs continue to use of Phonemic Awareness Strategies.
10. Use Reading Eggs and RAZ kids online programs.
11. Continue to have Aboriginal students participate in Great Leaps reading until they are one year ahead of the grade expectation.
 12. Continue to use 'Words Their Way' using the sequential guidelines to teach phonological skills and word patterns
13. Continue to use Reading Power Fiction and Non Fiction, Adrienne Gear, strategies for reading comprehension.
14. Educational assistants will continue to be scheduled, in collaboration between the SSRT and the principal, in classes to work with small reading groups.

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 leveling the library books according to the Fountas & Pinnell leveling system.
7. Continue to target students based on fall and spring school-wide assessments, and provide support via E.A. using Great Leaps program.
8. Use staff meetings to review, collaborate, assess, and interpret student progress in reading.

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, in collaboration with the SSRT, 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. Use staff meetings to review, collaborate, assess, and interpret student progress.
4. IBP's - collect numbers in fall and spring. Individual IBP'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 reading goals, release time to mark assessments, and potential curricular resources focused on improvement of goals.

Specific Performance Targets for 2014/2015

To have all grade one, two, three, and four students Fully Meeting or Exceeding as determined by the Smart Writing Benchmarks. Baseline data is collected three times a year. This data is used to inform instruction.

Actions (Ongoing)

1. Use of 6+ Write Traits in classrooms as the basis for classroom writing programs.
2. Continue to use and monitor the Great Leaps program for identified at risk students.
3. Continue school-wide use of SMART writing assessment tools.
4. Use Words Their Way, or comparable spelling program, to develop spelling skills.
5. Continue to use Printing and Handwriting Without Tears program.
6. Continue to use Word walls in all classrooms.
7. Continue use of Sight Words program.
8. Have in-class writing celebrations.
9. SSRTs and EAs continue to support in class using writing blocks to support "at risk" students.
10. Continue to incorporate mini lessons from the Six Traits program on ideas, organization, word choice, voice, fluency, and conventions.

Actions (Scheduled Review)

11. Schedule Student Services Resource Teacher time with writing blocks time where appropriate and warranted.
12. Schedule Educational Assistants time with writing time where appropriate and warranted.
13. Provide teacher release time, if TOC available, one day a year to complete writing.
14. Continue to include both guided and free writing in daily writing.
15. 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.
16. Continue the process of purchasing 6+ Write Traits resources and approved books to enhance the writing program from the library budget.
17. Continue to target students based on fall, spring, and year-end school-wide assessments, and provide support via in class support.
18. Use staff meetings to review, collaborate, assess, and interpret student progress in reading.

Monitoring/Evaluation

- 19. Collect formal writing assessments 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, in collaboration with the SSRT, will be responsible for assessing any new students, or students for whom classroom observation does not match the assessment from the previous year.
- 20. Collect report card data.
- 21. Use staff meetings to review, collaborate, assess, and interpret student progress.
- 22. IEP's - collect numbers in fall and spring. Individual IEP's will be monitored.
- 23. Monitor grade level results.
- 24. Foundation Skills Assessment Results.
- 25. Satisfaction Survey Result.

Budget

- 1. \$1000 for release time to focus on school reading goals, release time to mark assessments, and potential curricular resources focused on improvement of goals.

Submitted by School Planning Council

	(Name)	(Signature)
Principal	Becky Froese	<i>Becky Froese</i>
Parent	Olivia Prefontaine	<i>[Signature]</i>
Parent	Chen Morin	<i>C.M.</i>
Parent	Megan Theobald	<i>Megan Theobald</i>
Date		
	Nov. 12/14	<i>Becky Froese</i>

Recommended Approval by Superintendent

	Diana Samchuck (Superintendent)	(Signature)
Date Dec. 2/14	_____	<i>D Samchuck</i>

Board Approval

	Linda Dolen (Board Chair)	(Signature)
Date Dec. 2/14	_____ <i>LD</i>	