

School District #81 (Fort Nelson)

School Growth Plan

2014/2015



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 117 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 Monday, Wednesday and Friday afternoons, and Tuesday and Thursday mornings. We average from 6 to 20 children each day. Their caregivers 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 33%. An Aboriginal Support worker works one on one or with small groups of children in the classroom. We also have 1 student with identified Special Needs who has an Educational Assistant for all academic work.

Our school's goal is to further improve student literacy, writing and mathematics. We are continuing with strategies that were introduced over the past four 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 five 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. The students will be encouraged to practice being "Bucket Fillers" by showing kindness and doing good deeds in our school and community. We will continue to use Mindup to promote joyful learning, academic success, and a powerful sense of self and community. We will also continue to use Kids in the Know to teach personal safety.

This year we are planning to participate in activities for charity such as the Terry Fox Run, Christmas hampers, 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, ink cartridges, paper, and cardboard. This year we plan to add more items to our recycling list, such as, plastic containers and soft plastic. We are also a Healthy Living School and participate in the Fruit and Vegetable program. The parent volunteers who help us with these activities are greatly appreciated.

Communication Plan

The progress of the school growth plan will be reported at all Parent Advisory Council

School District #81 (Fort Nelson) 2014-2015

Meetings and at the monthly JSC staff 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.

2014-2015 School Growth Plan Progress to Date

All Kindergarten and Grade One students were assessed in October 2013 and May 2014 using the Yopp-Singer Phonemic Awareness assessment. Results for May 2014 are as follows. Numbers in parenthesis are May 2013, and May 2012 data.

Kindergarten

24% (0%) (5%) Not Yet Meeting expectations
18% (0%) (0%) Minimally Meeting expectations
59% (100%) (95%) Fully Meeting expectations

Grade 1

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

All students from Grade One to Grade Four were assessed in October 2013, February and May 2014 using On the Mark Assessment for reading ability. Kindergarten students were assessed in May 2014. Results for May 2014 are as follows. The reading levels are the grade level expectation for the end of the year. Numbers in parenthesis are May 2013 and May 2012 data.

62% (87%) Kindergarten students were reading at level C or above
86% (88%) (69%) Grade 1 students were reading at level H or above
83% (95%) (79%) Grade 2 students were reading at level L or above
88% (96%) (80%) Grade 3 students were reading at level P or above
100% (92%) (62%) Grade 4 students were reading at level S or above

All students in Grade One to Four were assessed using the SMART Writing Protocol in November 2013, February and May 2014. Results for May 2014 are as follows. Numbers in parenthesis are May 2013 and May 2012 data.

Grade 1

0% (0%) (5%) Not yet meeting expectations
0% (5%) (0%) Minimally meeting expectations
48% (12%) (11%) Satisfactorily meeting expectations
52% (71%) (74%) Fully meeting expectations
0% (12%) (10%) Exceeding expectations

Grade 2

0% (0%) (0%) Not yet meeting expectations
0% (0%) (0%) Minimally meeting expectations
22% (20%) (27%) Satisfactorily meeting expectations
56% (70%) (52%) Fully meeting expectations
22% (10%) (21%) Exceeding expectations

Grade 3

0% (0%) (0%) Not yet meeting expectations
13% (10%) (0%) Minimally meeting expectations

School District #81 (Fort Nelson) 2014-2015

58% (19%) (34%) Satisfactorily meeting expectations
21% (52%) (45%) Fully meeting expectations
8% (19%) (21%) Exceeding expectations

Grade 4

0% (0%) (0%) Not yet meeting expectations
0% (4%) (0%) Minimally meeting expectations
50% (32%) (42%) Satisfactorily meeting expectations
42% (44%) (35%) Fully meeting expectations
8% (20%) (23%) Exceeding expectations

We used the Vancouver Island Net Math Assessment in Grades 2-4. Results for May 2014 are as follows. Numbers in parenthesis are from May 2013 and May 2012 data.

Grade 2

0% (0%) (0%) Not yet meeting expectations
0% (15%) (0%) Minimally meeting expectations
0% (15%) (3%) Satisfactorily meeting expectations
28% (50%) (53%) Fully meeting expectations
72% (20%) (44%) Exceeding expectations

Grade 3

0% (0%) (3%) Not yet meeting expectations
8% (0%) (10%) Minimally meeting expectations
50% (4%) (8%) Satisfactorily meeting expectations
13% (44%) (31%) Fully meeting expectations
29% (52%) (48%) Exceeding expectations

Grade 4

4% (0%) (0%) Not yet meeting expectations
0% (0%) (12%) Minimally meeting expectations
38% (20%) (42%) Satisfactorily meeting expectations
46% (68%) (46%) Fully Meeting expectations
12% (12%) (0%) Exceeding expectations

Grade 4 FSA (Foundation Skill Assessment) for May 2014 are as follows. Numbers in parenthesis are from May 2013 and May 2012.

Reading

0% (4%) (8%) Not yet meeting expectations
37% (25%) (42%) Meeting Expectations
63% (71%) (50%) Exceeding Expectations

Writing

0% (4%) (11%) Not Meeting Expectations
74% (89%) (81%) Meeting Expectations
26% (7%) (8%) Exceeding Expectations

Numeracy

0% (4%) (15%) Not Meeting Expectations
7% (18%) (8%) Meeting Expectations
93% (78%) (77%) Exceeding Expectations

School District #81 (Fort Nelson) 2014-2015

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. The early intervention strategies used with Kindergarten and Grade One students last year were increased because 15/34 Kindergarten students received Speech and Language assistance. 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) was increased. Playing word games, rhyming bingo, letter and sound recognition games and simply reading with the students has also enabled the students' to gain confidence with their reading abilities. This group of children will continue to receive extra assistance with phonemic awareness activities in Grade One, and will begin working with an EA immediately. 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 complement the Guided Reading already being done in the class and will be introduced in January.

Specific Performance Targets for 2014-2015

- 90% of Kindergarten students will fully meet expectations by the end of May 2015
- 100% of Grade One students will fully meet expectations by the end of May 2015

Monitoring/Evaluation

Yopp-Singer Assessment

Actions

1. Continue to use animated alphabet in Kindergarten and Grade One 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 One 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 One and Kindergarten students.
8. Continue to use the Reading Eggs computer program to develop pre-reading phonic skills.

School District #81 (Fort Nelson) 2014-2015

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 very 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 continue to increase the use of non-fiction texts in daily reading lessons and gain confidence with comprehension skills.

The data reveals that Reading scores have increased across all the Grades, which is very exciting. The Orange LLI Kit was used with some Kindergarten reading groups with great success. At the end of the year, 62% of the Kindergarten students were fully meeting or exceeding expectations in Reading. The school has Orange, Green, Blue, Red and Gold kits, which will be used in all classes with students that are at risk. It is our hope that using these kits with students that are at risk will help to further increase the number of students reading at Grade level in all Grades. The Great Leaps Program will also continue to provide extra reading practice for those students at risk. A comprehension component will be added to the Great Leaps program this year. The students will be asked to retell the story, and sequence the main events. All at risk students will continue to 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 2014/2015

90% of Kindergarten students will read at level C by the end of May 2015
100% of Grade 1 students will read at level H by the end of May 2015
100% of Grade 2 students will read at level L by the end of May 2015
100% of Grade 3 students will read at level P by the end of May 2015
100% of Grade 4 students will read at level S by the end of May 2015

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

School District #81 (Fort Nelson) 2014-2015

1. Continue to implement Great Leaps program five times a week for aboriginal students that are deemed 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 to develop comprehension skills 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. The 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. Teachers will use Benchmarks Kit 2 to assess students reading beyond level T.
16. The SSRT will use LLI Kits (Orange, Green, Blue, Red, and Gold) in each class with students that are at risk.
17. The SSRT will use the LLI Orange Kit and Guided Reading books with Kindergarten students, as they are ready for reading. Kindergarten teachers will do Guided Reading with students as they are ready, and will use On The Mark to do a formal assessment of each student at the end of the year.
18. Teachers will collaborate on Reading Power strategies and discuss how they are working in their classrooms.
19. Teachers will use Raz Kids and Reading Eggs/Reading Express to develop reading skills.

Budget:

6 TOC days for teachers to do assessments	\$2237.04
---	-----------

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, reveal that the number of students meeting or exceeding expectations in Grade Two have increased this past year. The number of students fully meeting or exceeding expectations in Grade 3 has decreased; 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. We will continue to use the Jump Math program this year because the use of scaffolding and teaching for mastery are good strategies for helping students to improve their mathematical abilities.

The protocol for how to administer and use the VIMA assessment was reviewed by teachers in Grades 2-4 last year to help foster consistency with how and when the assessment is delivered. The end of year assessments will be given to the next year's teacher in September. The questions may be read to students if needed. The assessments should be chunked into shorter time periods, and more time allotted for students as needed.

Specific Performance Targets for 2014/2015

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 2015

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

- | |
|--|
| <ol style="list-style-type: none">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 |
|--|

School District #81 (Fort Nelson) 2014-2015

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 for addition, subtraction, multiplication and division. (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.

10. Teachers and SSRTs will collaborate to address learning gaps in students as they become evident through regular classroom assessment and unit tests.

11. Grade 1-4 teachers will use Mathletics to develop math skills.

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 a slight increase in the number of students fully meeting or exceeding expectations in narrative forms of writing in Grades 2, 3 and 4. When the Six Traits program was first implemented five years ago, there was a noticeable increase in the quality and quantity of writing. Over the past few years we have continued to slowly build on that success. Last year we decided to use the Six Traits rubric to assess the student's daily writing as well as the district writing sample used for data collection. The students also use a student friendly 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. Scaffolding the six traits throughout the year will help the students learn and maintain these skills. In order to cover each trait thoroughly, we will focus on teaching and assessing 2 new traits each term with continuous review of the previous traits. Reading, scoring, and discussing sample papers throughout the year with each trait will be a key component to improving the writing skills of the students. It is through assessment and application of how to meet the criteria that writing will improve. We will continue to collaborate on the scope and sequence of the Six Traits lessons in order to facilitate the students being able to use and assess all six traits successfully.

Specific Performance Targets for 2014-2015

100% of Grade 1 students will fully meet the expectations of writing by the end of May 2015
100% of Grade 2 students will fully meet the expectations of writing by the end of May 2015
100% of Grade 3 students will fully meet the expectations of writing by the end of May 2015
100% of Grade 4 students will fully meet the expectations of writing by the end of May 2015

Monitoring/Evaluation

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

Actions

- | |
|--|
| <ol style="list-style-type: none">1. Teachers will continue to collaborate with writing resource (Six Traits of Writing) and discuss what is working in their classrooms.2. Continue to provide support of SSRT in individual classrooms during writing lessons as needed.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. |
|--|

School District #81 (Fort Nelson) 2014-2015

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: 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.
18. Teachers will use sample papers to help teach the criteria for the six traits as well as revision and editing skills.

Budget

2.5 TOC days for teachers to anchor writing assessments \$932.1

Submitted by School Planning Council

	<u>Name</u>	<u>Signature</u>
Principal	Jeanie Arva	_____
Teacher	Melissa Murrin	_____

School District #81 (Fort Nelson) 2014-2015
Submitted by School Planning Council

	<u>Name</u>	<u>Signature</u>
Principal	Jeanie Arva	<u>Jeanie Arva</u>
Teacher	Melissa Murrin	<u>Melissa Murrin</u>
PAC	Jamie Andrews	<u>Jamie Andrews</u>
Parent	Jen Johnson	<u>Jen Johnson</u>
Parent	Melissa King	<u>Melissa King</u>

Date Nov. 24/14 _____

Recommended Approval by Superintendent

	<u>D. Samchuck</u> (Superintendent)	<u>D. Samchuck</u> (Signature)
--	--	-----------------------------------

Date: Dec 2, 2014

Board Approval

	<u>Linda Dolen</u> (Board Chair)	<u>Linda Dolen</u> (Signature)
--	-------------------------------------	-----------------------------------

Date: Dec. 2, 2014