

***Bouchie Lake Elementary School – School Growth Plan – Reflections of 2013-2014  
November 2014 (NI Planning Day)***

***Practices that worked well and we will continue in 2014-2015:***

Guided Reading (used in K, Grade 1-7)

The Daily 5

Word, Letter, and Reading Buddies

Use of the District Literacy Team to support teachers and students

Literature Circles (based on readiness)

***Things we will do to improve:***

Provide more resources for teaching early literacy, especially levelled readers

Reading groups for intermediate students not meeting expectations in reading

Use a Literacy Coaches model for targeting students not meeting expectations in reading

Develop a strategy for improving students' basic numeracy facts

***How to involve parents:***

Parent Volunteers

PAC meetings

Invitations to special events (field trips, school celebrations, classroom gatherings)

Email

School Website

Social Media (PAC Facebook page)

Classroom letters to parents to communicate things happening in the classroom

## ***Bouchie Lake Elementary School - School Growth Plan - 2014-2015 DRAFT***

**GOAL: LITERACY** - To improve student success in literacy (reading & writing)

**GOAL RATIONALE:**

- 1) Data shows a continued need to focus on literacy, particularly in the Primary grades.
- 2) Data as of March 2014 – 39% of primary and 3% of our intermediate students were not reading at grade level

**OBJECTIVE:**

- To improve the literacy levels for students who are not yet meeting expectations
- To implement writing strategies instruction for each grade.
- To continue with a peer literacy coaching program in reading to provide all students the opportunity to coach and have reading practice.
- To teach reading strategies for students at all levels to use.

<b>Target</b>	<b>Measures</b>	<b>Strategies</b>
<p>To increase the number of students who are minimally meeting or fully meeting expectations in reading and writing.</p> <p>TARGET: 75% of Primary students minimally meeting or better 90% of Intermediate students minimally meeting or better <b><i>(March 2014 – goal attained – 97%)</i></b></p>	<p>Reading:</p> <ul style="list-style-type: none"> <li>• PM Benchmarks</li> <li>• K assessment</li> <li>• DART</li> <li>• Performance Standards</li> <li>• Alberta Diagnostic</li> <li>• Jerry Johns</li> <li>• Language Arts Letter Grades</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Whole-school write</li> <li>• Performance Standards</li> <li>• Writing Rubrics</li> <li>• DART</li> <li>• Jerry Johns</li> </ul>	<p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. Reading strategies &amp; resources used: Guided Reading, Assessment for Learning, Performance Standards, rubrics, Good fit books, Literature Circles, What in the World, Animated Alphabet, Animated Literacy, <u>Reading Power</u> by Adrienne Gear, <u>The Daily 5</u> by Gail Boushey &amp; Joan Moser, Reading A-Z, RAZ Kids, Daily Language (Evan-Moor), Primary Success, sight word recognition and reading games, Kurzweil, literature centers, talking tables, Moe the Mouse</li> <li>2. On-going formative assessment to guide planning and teaching</li> <li>3. Word, letter, and reading buddies</li> <li>4. Use of District Literacy Team: Connie Torvik (Grade 2) – not meeting expectations, Tier 3 intervention</li> <li>5. Use of LART – Tier 2 intervention for students not meeting or minimally meeting expectations in Grades 2 - 7</li> <li>6. LA time for kindergarten and Grade 1 students not meeting expectations (Tier 2) – Connie Torvik</li> </ol> <p><u>Literacy Coaching Program</u></p> <ol style="list-style-type: none"> <li>7. Continue with a Literacy Coaching program. All students in grades 4-7 will be taught reading strategies by Mrs. Torvik and Ms. Klics to use in literacy buddies sessions.</li> <li>8. Literacy Buddies sessions will start between November and January (varies by grade) (length of time will vary dependent on readiness). Literacy Coaches will work with students in grades K-3.</li> </ol> <p><u>School Events</u></p> <ol style="list-style-type: none"> <li>9. Hold a “Reading Day” to show an enjoyment of reading independently, with buddies, reading aloud, and reader’s theatre in January/February.</li> <li>10. Hold a “Book Showcase”, where students create a report, diorama, presentation about a favourite book and have it on display for other students. This is part of a day of activities – Appreciation Tea and Spring Concert</li> <li>11. Participate in Drop Everything and Read – Monday,</li> </ol>

		<p style="text-align: center;">October 27</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>1. Writing strategies: Writing Power, Words Their Way, Reading responses, literature circles, 6+1 Traits, peer and student assessment of writing, peer &amp; self-editing, writing samples, rubrics, Assessment for Learning strategies, journals, pen pal letters, spelling programs, Writer's Workshop, Animated Literacy, Kurzweil, Primary Success</li> <li>2. Assess two writing samples by the students, one in the January and one in the late spring.</li> <li>3. Use BC Performance Standards for Writing Quick Scale rubric, have students learn to use the rubric to improve writing</li> <li>4. On-going formative assessment to guide planning and teaching</li> </ol>
--	--	---

## RESULTS

Measure	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/2014	2014/15
% of Grade 4-7 Students not meeting (using DART, Alberta Diagnostic, Jerry Johns)	11% Baseline	22%	17%	15%	12%	n/a	11.2%	<b>March Data (Job Action) 3%</b>	
% of Grade 4-7 Students minimally meeting	89% Baseline (NYM & MM)	42%	36%	37%	21%	n/a	22%	<b>March Data (Job Action) 15%</b>	
DART # of Grade 4-7 Students fully meeting	N/A	36%	37%	56%	55%	n/a	53.5%	<b>March Data (Job Action) 73%</b>	
DART % of Grade 4-7 Students exceeding expectations	N/A	0%	10%	6%	10%	n/a	0%	<b>March Data (Job Action) 9%</b>	
Language Arts Letter Grades 4-7 (C or better)	78%	83%	85%	87%	84%	n/a	97%	<b>March Data (Job Action) 97%</b>	
Report card data in Language Arts Grade K-3 – MM, FM or Ex expectations							76% (Baseline data)	<b>March Data (Job Action) 81%</b>	
Primary Benchmarks (% Gr. 1-3 Not Meeting)	14%	15%	22%	14%	21%	n/a	35.4%	<b>March Data (Job Action) 39%</b>	
Primary Benchmarks (% of Gr. 1-3 minimally meeting)	N/A	19%	13%	19%	28%	n/a	10.4%	<b>March Data (Job Action) 11%</b>	
Primary Benchmarks (% Gr. 1-3 Meeting)	N/A	37%	49%	48%	26%	n/a	22.9%	<b>March Data (Job Action) 22%</b>	
Primary Benchmarks (% of Gr. 1-3 Exceeding)	N/A	29%	17%	19%	19%	n/a	31.3%	<b>March Data (Job Action) 28%</b>	
K Early Lit. Assessment % Meeting Number At risk	92% 2/26	100% 0/12	74% 4/15	77% 5/22	70% 6/20	n/a	86.9% 3/23		
Whole School Write (% grade 1-7 fully meeting or exceeding)	90% Baseline		80%	69%	50%	n/a	44.6%	<b>N/A Job Action</b>	

## ***Bouchie Lake Elementary School – School Growth Plan - 2014-2015 DRAFT***

**GOAL: Numeracy** – Students will improve their numeracy skills (math facts, problem, solving, classroom performance standards), with an emphasis on those students not yet meeting and minimally meeting.

**GOAL RATIONALE:** The reliance on technology to figure out quick math facts has shown a need for students to focus on memorizing their addition, subtraction and multiplication facts. Math facts are fundamental building blocks to other math skills.

**OBJECTIVE:**

- To improve the numeracy levels for students who are not yet meeting expectations
- To improve fluency in number facts

Target	Measures	Strategies
<p>Math Facts: Minimally meeting or better: 80%</p> <p>Performance Standards: Minimally meeting or better: 80% (<b>March 2014 – goal attained – 98%</b>)</p>	<ol style="list-style-type: none"> <li>1. Numeracy assessments &amp; Numeracy Checklists (School District #28 and Island Net)</li> <li>2. Evan-Moor <u>Daily Math Practice</u></li> <li>3. Classroom Assessment</li> <li>4. Performance Standards</li> <li>5. ixl.com</li> </ol>	<ol style="list-style-type: none"> <li>1. Math Strategies: MathPower, Box Cars &amp; One-Eyed Jacks, Power of Ten, Math Tubs, Minute Math, ixl (on-line math program, used with grades K - 7)</li> <li>2. Evan-Moor <u>Daily Math Practice</u> (intermediate)</li> <li>3. Resources: <u>Mathematics: The Teachable Moment</u> and <u>Demonstrating Mastery of the Basics</u> by Trevor Calkins, <u>Math Work Stations: Independent Learning You Can Count On, K-2</u> by Debbie Diller, and <u>Math Their Way</u> by Mary Baratta-Lorton, Jump Math, Math Makes Sense, Teachers pay teachers</li> <li>4. Facts without time limit (drills, games, daily work)</li> <li>5. Plan to use the end of staff meeting to collaborate together and create a scope and sequence</li> </ol>

### **RESULTS**

Measure	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2012/13	2013/14	2014/15
FSA Numeracy Grade 4 Meeting or Exceeding	73%	73%	48%	47% (50% wrote)	n/a	n/a	58.3% (60% wrote)	<b>27%</b> <b>(65% wrote)</b>	
FSA Numeracy Grade 7 Meeting or Exceeding	52%	62%	37%	60% (33% wrote)	n/a	n/a	52.9% (85% wrote)	<b>33.3%</b> <b>(95% wrote)</b>	
Mathematics Performance Standards – Primary: MM, FM, Ex	75%	79%	76%	73.4%	75%	79%	94%	<b>Data from March 2014 (No data available in June – Job Action) 98%</b>	
Report Card Data: Intermediate: Letter Grades (C or better)							(baseline data) 93%	<b>Data from March 2014 (No data available in June – Job Action) 98%</b>	

## Bouchie Lake Elementary School – School Growth Plan - 2014 -2015 DRAFT

### GOAL: Social Responsibility


- 1) Provide students with multiple opportunities to demonstrate leadership, cooperation, and collaboration.
- 2) To build a positive school culture where students feel connected to at least one adult and one peer in the school.

### GOAL RATIONALE:

- Research informs us that a positive and non-threatening school environment is contributing factor to improved student achievement.
- “When teachers and staff role model prosocial behaviour and students feel connected to those teachers, students are more likely to adopt these prosocial attitudes and behaviour as well.” Indicators of Social and Emotional Healthy Living, Schonert-Reichl, 2009

### OBJECTIVE:

- 1) Students will be contributing members of a positive school environment.
- 2) To create a respectful and non-threatening learning environment for all students.
- 3) To teach students how to solve problems/conflict in peaceful ways and will treat each other fairly and respectfully.
- 4) To encourage students to show expected behaviours and to examine the consequences when showing unexpected.

Target	Measures	Strategies
<ol style="list-style-type: none"> <li>1. Reduce the annual number of office referrals. Target: 100 (<b>June 2014 – 101</b>)</li> <li>2. Increase the percentage of students who state that they feel safe at school. Target: 95% of population</li> <li>3. No more than 5% of office referrals/incidents for bullying behaviours</li> <li>4. Increase the number of “Gotcha” CARES tickets handed out. Target: 4,000 (<b>June 2014 – 3, 804</b>)</li> </ol>	<ol style="list-style-type: none"> <li>1. Office referral data</li> <li>2. School Bullying Survey</li> <li>3. Satisfaction Survey data</li> <li>4. Meaningful work/School Jobs program</li> <li>5. Number of Gotchas/CARES awards</li> <li>6. Resourcing for Equity data</li> </ol>	<ol style="list-style-type: none"> <li>1) Use of EBS Bouchie Lake CARES Program                             <ul style="list-style-type: none"> <li>- Appropriate student behaviour will be recognized by staff members who will award a "Gotcha" ticket for showing CARES: Caring, Achieving, Respectful, Encouraging, Safe behaviour. CARES Gotcha tickets were read daily on the morning announcements. Monthly assemblies will be held to draw 4 Primary tickets and 4 Intermediate tickets for prizes.</li> <li>- For targeted months the school will focus on one of the CARES behaviours for a “Gotcha Blitz”. The focus will be taught and discussed at the CARES assembly on the last Wednesday of the month. Using Character Counts – 6 Pillars of Character –  <b>The Six Pillars of Character</b></li> </ul> </li> </ol>  <ol style="list-style-type: none"> <li>2) Continue the School Jobs/Meaningful Work program, where students apply for school jobs, including office assistant, library assistant, announcement reader, etc.</li> <li>3) Review the school Code of Conduct. The principal will visit each classroom in October to discuss the Code. A copy will be sent home with every student.</li> <li>4) Administer a bullying indicator/school culture survey in January and June to all students.</li> <li>5) Use resources “Be A Bucketfiller”, “How Full is Your Bucket”, “Focus On Bullying”, “Character Counts”, and “Fin’s Friends” to encourage and teach students about being a responsible citizen, and showing CARES behaviour.</li> <li>6) Increase student opportunities to take responsibility for their environment. Students will be encouraged to compost and recycle. We will start the GREEN SCHOOLS program, and will record environmental projects happening around the school.</li> <li>7) Provide the opportunity to purchase a pink “Bullying Stops Here” t-shirt to the students in the fall. Each staff member will have a pink shirt. A school-wide “Pink Shirt Day” to show support of taking a stand to bullying will be held on the last Wednesday of the month.</li> <li>8) A choir will be organized – songs focus on anti-bullying themes that they will sing at our monthly assemblies (Ms. Beauvillier)</li> <li>9) Problem-solving, thinking papers, meaningful work, expected &amp; unexpected behaviours discussions will be used for office referrals. Behaviour plans or referral to counsellor for students who demonstrated on-going trends.</li> <li>10) Create a Rainbow Resource Box to teach diversity and acceptance.</li> <li>11) Have more School Spirit Days (Hat Day, Wacky Hair Day, PJ Day) – tied to achieving a certain number of “Gotcha tickets”</li> <li>12) Use the Healthy Buddies Program (BC Children’s Hospital) to facilitate buddy programs between primary and intermediate that focus on wellness and physical activity.</li> <li>13) Newsletter – in all newsletters provide a small segment that talks about bullying –</li> </ol>

		<p>definition of, how to support your child.</p> <p>14) Girls Group – Salvaging the Sisterhood for all Grade 6/7 girls – facilitated by Ms. Klics (principal) (January/February)</p> <p>15) Boys Group – Boys Council – Growing Healthy, Growing Strong for all Grade 6/7 boys – facilitated by Mrs. Rokoss (Grade 6/7 teacher) (January/February)</p> <p>16) Lunch time Girls Group – for all girls interested in Grades 6/7 facilitated by Jody Baxter (Aboriginal Education Support) 1 day per week – focus on: Self-esteem</p> <p>17) Lunch time Boys Group – for all boys interested in Grades 5/6 facilitated by Jody Baxter (Aboriginal Education Support) 1 day per week – focus on: connecting to peers and adult</p> <p>18) Increase opportunities for students to lead and teach other students.</p> <ul style="list-style-type: none"> <li>o Plan multi-age activities for a variety of school activities, including sports days, whole school Reading Day, Math Event</li> </ul>
--	--	---

**RESULTS**

<b>Measure</b>	2012/13 (Baseline data)	<b>2013/2014</b>	2014/15			
Office referrals	128	<b>101</b>				
Bullying survey - June Intermediate students who state they have been bullied more than once this year.	23.2%	<b>N/A (Job action)</b>				
Number of "Gotcha" CARES tickets – Sept to June	3,497	<b>3,804</b>				
Number of students with social/emotional indicators (from "socialization" of RFE grid)	47/ 142 33%	<b>N/A (Job action)</b>				
Percentage of intermediate students who answer "yes" to "Does our school feel safe to you?"	92.9%	<b>N/A (Job Action)</b>				
Number of students Fully Meeting or Exceeding Expectations in Social Responsibility (June report)	61.4%	<b>N/A (Job Action)</b>				
Number of Bullying Incidents		<b>N/A (Job Action)</b>				