

***Bouchie Lake Elementary School – School Growth Plan – Reflections of 2012-13
June 2013***

Practices that worked well and we will continue in 2013-2014:

Guided Reading (used in grade 1, 2)

The Daily 5

Word, Letter, and Reading Buddies

Use of the District Literacy Team to support teachers and students

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)

Bouchie Lake Elementary School - School Growth Plan - 2013-2014

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

GOAL RATIONALE:

- 1) Data shows a need to focus on literacy, particularly in the Primary grades.
- 2) 35.4% of our Primary students and 11.2% of Intermediate students are not yet meeting grade level expectations in reading.

OBJECTIVE:

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

| Target | Measures | Strategies |
|--|---|---|
| <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</p> | <p>Reading:</p> <ul style="list-style-type: none"> • Star Reader • Accelerated Reader • PM Benchmarks • K assessment • DART • Performance Standards • Alberta Diagnostic • Jerry Johns • Language Arts Letter Grades <p>Writing:</p> <ul style="list-style-type: none"> • Whole-school write • Performance Standards • Writing Rubrics • DART • Jerry Johns | <p>Reading:</p> <ol style="list-style-type: none"> 1. Reading strategies & resources used: Guided Reading, Assessment for Learning, Performance Standards, rubrics, Just Right Books, Literature Circles, Animated Alphabet, Animated Literacy, <u>Reading Power</u> by Adrienne Gear, <u>The Daily 5</u> by Gail Boushey & Joan Moser, Reading A-Z, RAZ Kids, Daily Language (Evan-Moor), Primary Success, sight word recognition and reading games, Kurzweil 2. On-going formative assessment to guide planning and teaching 3. Word, letter, and reading buddies 4. Use of District Literacy Team: Doris Kemp & Connie Torvik (primary), Trish Simpson (intermediate) <p><u>Literacy Coaching Program</u></p> <ol style="list-style-type: none"> 5. Develop a Literacy Coaching program. Students in grades 4-7 who are fully meeting or exceeding expectations in reading will be taught reading strategies by Mrs. Gauthier to use in literacy buddies sessions. 6. Literacy Buddies sessions will be held twice a week starting in November for 30 minutes. Literacy Coaches will work with students in grades K-3 who are fully meeting or minimally meeting expectations, while classroom teachers will work with students who are not yet meeting expectations. <p><u>School Events</u></p> <ol style="list-style-type: none"> 7. Hold a "Reading Day" to show an enjoyment of reading independently, with buddies, reading aloud, and reader's theatre. 8. Hold a "Book Showcase", where students create a report, diorama, presentation about a favourite book and have it on display for other students. <p>Writing:</p> <ol style="list-style-type: none"> 1. Writing strategies: Reading Power, Non-fiction Reading Power, Words Their Way, Reading responses, literature circles, 6+1 Traits, peer and student assessment of writing, peer & self editing, writing samples, rubrics, Assessment for |

| | | |
|--|--|---|
| | | <p>Learning strategies, journals, pen pal letters, spelling programs, Writer's Workshop, Animated Literacy, Kurzweil,</p> <ol style="list-style-type: none"> 2. Assess two writing samples by the students, one in the fall and one in the late spring. 3. Use BC Performance Standards for Writing Quick Scale rubric, have students learn to use the rubric to improve writing 4. On-going formative assessment to guide planning and teaching |
|--|--|---|

RESULTS

| Measure | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 | |
|---|-------------------------------|--------------|-------------|-------------|-------------|---------|------------------------|--|
| # of Grade 4-7 Students not meeting (using DART, Alberta Diagnostic, Jerry Johns) | 11% Baseline | 22% | 17% | 15% | 12% | n/a | 11.2% | |
| % of Grade 4-7 Students minimally meeting | 89% Baseline (NYM & MM) | 42% | 36% | 37% | 21% | n/a | 22% | |
| DART # of Grade 4-7 Students fully meeting | N/A | 36% | 37% | 56% | 55% | n/a | 53.5% | |
| DART % of Grade 4-7 Students exceeding expectations | N/A | 0% | 10% | 6% | 10% | n/a | 0% | |
| Language Arts Letter Grades 4-7 (C or better) | 78% | 83% | 85% | 87% | 84% | n/a | 97% | |
| Report card data in Language Arts Grade K-3 – MM, FM or Ex expectations | | | | | | | 76% (Baseline data) | |
| Primary Benchmarks (% Gr. 1-3 Not Meeting) | 14% | 15% | 22% | 14% | 21% | n/a | 35.4% | |
| Primary Benchmarks (% of Gr. 1-3 minimally meeting) | N/A | 19% | 13% | 19% | 28% | n/a | 10.4% | |
| Primary Benchmarks (% Gr. 1-3 Meeting) | N/A | 37% | 49% | 48% | 26% | n/a | 22.9% | |
| Primary Benchmarks (% of Gr. 1-3 Exceeding) | N/A | 29% | 17% | 19% | 19% | n/a | 31.3% | |
| 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% | |

Bouchie Lake Elementary School – School Growth Plan - 2013-2014

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%</p> | <ol style="list-style-type: none"> 1. Numeracy assessments (School District #28 and Island Net) 2. Evan-Moor <u>Daily Math Practice</u> 3. Classroom Assessment 4. Performance Standards | <ol style="list-style-type: none"> 1. Math Strategies: Math Problem Solver, Box Cars & One-Eyed Jacks, Power of Ten, Math Tubs, Minute Math, Sumdog (on-line math program, used with grades 2-7) 2. Evan-Moor <u>Daily Math Practice</u> (intermediate) 3. <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 4. Facts without time limit (drills, games, daily work) 5. Math Event to be held. |

RESULTS

| Measure | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2012/13 | | |
|---|---------|---------|---------|-----------------|---------|---------|---------------------|--|--|
| FSA Numeracy Grade 4 Meeting or Exceeding | 73% | 73% | 48% | 47% (50% wrote) | n/a | n/a | 58.3% (60% wrote) | | |
| FSA Numeracy Grade 7 Meeting or Exceeding | 52% | 62% | 37% | 60% (33% wrote) | n/a | n/a | 52.9% (85% wrote) | | |
| Mathematics Performance Standards – Primary: MM, FM, Ex | 75% | 79% | 76% | 73.4% | 75% | 79% | 94% | | |
| Report Card Data: Intermediate: Letter Grades (C or better) | | | | | | | (baseline data) 93% | | |

Bouchie Lake Elementary School – School Growth Plan - 2013 -2014

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| GOAL: Social Responsibility | | |
| <ol style="list-style-type: none"> 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 in the school. | | |
| GOAL RATIONALE: | | |
| <ul style="list-style-type: none"> ▪ 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: | | |
| <ol style="list-style-type: none"> 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"> 1. Reduce the annual number of office referrals. Target: 100 2. Increase the percentage of students who state that they feel safe at school. Target: 95% of population 3. Decrease the number of bullying incidents. Target: 15% 4. Increase the number of “Gotcha” CARES tickets handed out. Target: 4,000 | <ol style="list-style-type: none"> 1. Office referral data 2. School Bullying Survey 3. Satisfaction Survey data 4. Meaningful work/ School Jobs program 5. Number of Gotchas/CARES awards 6. Resourcing for Equity data | <ol style="list-style-type: none"> 1) Use of EBS Bouchie Lake CARES Program <ul style="list-style-type: none"> - 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. Weekly assemblies will be held to draw 4 Primary tickets and 4 Intermediate tickets for prizes. - 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 each Monday morning. 2) Continue the School Jobs/Meaningful Work program, where students apply for school jobs, including office assistant, library assistant, announcement reader, etc. 3) Review the school Code of Conduct. The principal will visit each classroom in September to discuss the Code. A copy will be sent home with every student. 4) Administer a bullying indicator/school culture survey in December and June to students in grades 4-7. 5) Use resources “Be A Bucketfiller”, “Focus On Bullying”, “Character Counts”, and “Fin’s Friends” to encourage and teach students about being a responsible citizen, and showing CARES behaviour. 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. 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. 8) Problem-solving, thinking papers, meaningful work, expected & unexpected behaviours discussions will be used for office referrals. Behaviour plans or referral to counsellor for students who demonstrated on-going trends. 9) Create a Rainbow Resource Box to teach diversity and acceptance. 10) Have more School Spirit Days (Hat Day, Wacky Hair Day, PJ Day) 11) Use the Healthy Buddies Program (BC Children’s Hospital) to facilitate buddy programs between primary and intermediate that focus on wellness, proper eating, and physical activity. 12) Increase opportunities for students to lead and teach other students. <ul style="list-style-type: none"> o Plan multi-age activities for a variety of school activities, including sports days, whole school Reading Day, Math Event |

RESULTS

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

