

School Growth Plan Template

School: North Canoe Elementary

Year: 2017-2018

Principal: Glen Overgaard

Part 1: Learning Goals

From District and School Growth Planning Timeline – April 2017

- Learning Goals: should be multi year and few in number – two is ideal, no more than three.
- Rationale: What is the information and sources that the goals are based on?
- Story: Includes real evidence from and about real students – tells a story of learning for students who are doing well and students who are struggling
- Information: How will progress of identified goals be measured? Should include an appropriate blend of meaningful qualitative and quantitative information.
- Strategies: What approaches/strategies are included to ensure that all student needs are being met?

Learning Goals	Rationale	Information	Strategies Identified
<p>Goal #1: To improve all student’s attitude towards reading and to improve their ability to read with fluency and comprehension.</p>	<p>BC performance standards data for 2016-17 in Reading for Information shows the following percentage of students with MM (2), NY (1), IEP (0), or NM (0): Grade 1: 70.6% Grade 2: 81.8% Grade 3: 41.7% Grade 4: 72.7% Grade 5: 26.7%</p> <p>In May 2017, Weschler Assessment done by Learning Resource Teacher showed that 8 out of 16 grade 1 students were below emerging or well below emerging in reading comprehension.</p>	<p>Using a variety of assessment tools including, PM Benchmarks, BC Performance Standards, Weschler Assessment and Kindergarten assessment, our goals will be to have:</p> <ul style="list-style-type: none"> • 20% (or more) of the students in our school moving up a level on the performance standards in reading. • 20% (or more) of the number of students moving up one category in Weschler assessment in 	<ol style="list-style-type: none"> 1. Use a variety of assessments (BC performance standards, PM Benchmarks, Kindergarten screening, Cathi Peters, Fontes & Pinnell, Raz Kids, Reading A-Z, Weschler) to establish a baseline for reading for K-5 students in Sept/October. 2. Complete and track comprehension and fluency using Weschler twice a year 3. Use reading conferencing with students 4. Promote reading activities during Literacy Week 5. Maintain A-Z reading kits (update/increase number of leveled books)

	<p>In May 2017, Weschler Assessment done by Learning Resource Teacher showed that 2 out of 22 grade 2/3 students were below emerging or well below emerging in reading comprehension.</p> <p>In May 2017, Weschler Assessment done by SMS Learning Resource Teacher showed that 0 out of 27 grade 4/5 students were not yet meeting in reading comprehension.</p> <p>Looking at individual, students, we are able to track that most students in these categories are moving up a level as they progress, however, we still need to target these students with extra support. Those students who are not progressing are referred for further assessment (eg – psych-ed).</p>	<p>comprehension (well below, below, emerging, on target, proficient, very proficient, mastery) from September 2017 – April 2018</p> <ul style="list-style-type: none"> • 20% (or more) of the number of students moving up one category in Weschler assessment in word recognition (well below, below, emerging, on target, proficient, very proficient, mastery) from September 2017 – April 2018 <p>Home reading participation increases especially for our primary students.</p>	<ol style="list-style-type: none"> 6. Continue to use RAZ kids and provide home access. 7. Continue awareness of our Aboriginal heritage including using stories and storytelling 8. Continue to use Lucy Caulkins, Reading Power, Daily 3, Lexia, Raz kids, and the Café Book to guide instruction and assessment 9. Seek out in-service opportunities to support reading goal 10. Educate and inform parents on reading strategies (ex. Newsletters, parent conferences) 11. Encourage parents' involvement in home reading programs 12. Continue with the One to One Reading Program. 13. Recognize student successes with reading in assemblies and bulletin board displays. 14. Continue with the PALS program. 15. Buddy reading classes to reinforce reading strategies in early primary 16. Daily reading in each class supported 17. Continue with LRT/CEA support for readers 18. DEAR around the school and other celebrations of reading
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<p>Goal #2: To create a school wide culture of physical fitness and healthy living.</p>	<p>Students learn better, are calmer, and are more socially adaptable when they are well fed, well rested and have physical exercise</p> <p>Classroom observations done by teachers show an increasing number of students who are unable to complete a short running activity. They also have less flexibility, balance or core strength and lack simple locomotor skills/movements.</p>	<ul style="list-style-type: none"> • Using the ABC testing/school set criteria for grade K-5 students, measuring abilities such as endurance, balance, coordination and core strength. For each category: • 20% or more students moving up one level on ABC assessment/school set criteria • Self assessment in the fall and the spring done by students to measure fitness level • Self assessment of perceived exertion (target 2 – 3) • 60 min Kids club data <p>More sports equipment being borrowed throughout the school year to promote healthy lifestyle</p>	<ol style="list-style-type: none"> 1. Fitness: <ul style="list-style-type: none"> - BOKS stations program in the spring (outside) - School-wide running / cross country running, Terry fox run - Winter Recreation – snow shoeing, skating, cross-country skiing - Aerobics - Swimming - Gymnastics - Dance - Gym Stations - Aboriginal Games - PROPS activities at lunch - Community Walking Fieldtrips - PAC Waterslides - Daily Physical Education - Action Schools wellness and mentorship programs. - Equipment available for sign out (skates/bars, snowshoes, skis) 2. Healthy Eating: <ul style="list-style-type: none"> - PAC Soup Days - Healthy Eating cooking Program (K) - Canada Food Guide - Litter less Lunches - Water bottles promoted - Fruit and Veggie Program 3. Environment and Community
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			<ul style="list-style-type: none"> - Earth Day Community Clean up - Composting – CSRD Recycling Day - Tree Planting - Front Garden - Indigenous Garden <p>4. Wellness</p> <ul style="list-style-type: none"> - Play is the Way - Keep going with Dental Health Month – tour a dental office - Keep going with Interior Health bulletin boards for Wellness - Do a wellness tip in the newsletter - Keep Laura Paiement as a support person - Use Interior Health as a support - 60 minute kids club - Spring Bike rodeo - Train/railway safety
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Story: Examples from students and how the school will tell its story of learning.

- “Sheila” is a grade 2 student with a history of reading well below expectations. She was targeted and received LRT support, CEA support and support from parents at home. “Sheila” now reads independently and has progressed from “AA” (beginning kindergarten) last year to “N” (mid grade 2) on the Reading A – Z program scale.
- Dan is a grade 3 student who said to us, “But I can’t read.” He was targeted and received extra support from LRT and CEA. Though still below expectations, he is showing the ability to succeed and currently reads at “K” (beginning grade 2) on the Reading A – Z program scale.

Both students have benefited from an emphasis on Reading A – Z leveled books as a home reading program, Raz-Kids used in school as well as available for home use, and a daily opportunity during class time for independent reading of the student’s choice of material.

Part 2: Description of Process:

From District and School Growth Planning Timeline – April 2017

- Inclusive: Opportunity to hear all voices in the school community
- Flexible Timelines: There will be flexibility for either a spring or fall timeline, but full plans need to be in by September 30.
- Annual Review Cycle: the planning cycle includes goal development, ongoing feedback, and an annual revision
- Options for Presentation: schools will have flexibility in how the components can be presented. i.e. posters, pictorial, video evidence
- Continuous Adjustment: should reflect ongoing learning and adjustment based on feedback

Please describe how the process used to determine your growth plan followed these five criteria?

Met on April 28 to determine what the goals would be for the 2017-2018 school year. At this meeting, Teachers, CEAs, Administration participated. We reviewed the previous years Growth Plan document so all members of the group were aware of the goals. We had a variety of data, but primarily used our performance standards data to show our growth or struggles at meeting those goals. Using the data and our knowledge of our students, we began working at deciding if we wished to change or keep our goals. After discussion, everyone agreed that we should continue to use the goals that were established due to more work needing to be done and an understanding that we are doing good things and want to see it completed. We began modifying and updating the previous year's document in the time allowed.

May 8 – Presented goals at PAC Meeting. Discussed rationale for the goals and presented time frame for 2017-2018 implementation. Parent feedback was in support of our goals.

April 19 – June 15, 2017. Tweaked information on the document when at staff meetings or discussions during SBT or lunch times.