

# Crescent Park Elementary

## School Achievement Contract 2009/10

### The School Planning Council:

Teacher Representative: \_\_\_\_\_

Parent Representative: \_\_\_\_\_

Parent Representative: \_\_\_\_\_

Parent Representative: \_\_\_\_\_

Principal: \_\_\_\_\_

Liaison Trustee: \_\_\_\_\_

**School Mission:**

**We promote cooperation, respect and consideration in support of individual growth and learning.**

**School Vision:**

We believe that the intellectual development is the prime responsibility of our school. We, the staff, are committed to facilitate learning to develop students as competent life-long learners.

We believe personal responsibility, integrity, curiosity, cooperation, self-discipline, risk taking, competency and respect for self and others contributes significantly to individual student confidence and learning.

**Unique Characteristics of the school.**

Crescent Park is an urban school situated in Dawson Creek. Over the course of the past ten years, the population of the school has increased and has remained steady over the past five years. We have a very caring staff and supportive and involved parents within our school.

Total Number of students=190

- Total percentage of students with special needs = 3%
- Students with High incidence = 5%
- Students with Severe Behavior=0.5%
- Number of Educators = 11
- Learning Assistance = 0.8 FTE
- Proportion of Families with Annual Income under 30,000 = 25%
- Single Families = 16%

**Our Kids in Our School (Reflection of Staff and Parents)**

**Social Skills:**

Overall - our students rate high in social skills—

- help each other
- listen to adults
- very polite
- helpful to adults within the school
- participate in ongoing school projects and are involved in our school
- proud of their school-lack of vandalism and when it is vandalized-they notify adults
- behavior in assemblies-positive
- behavior on field trips is very good
- responsible kids
- school reinforces home values and rules

- children feel accepted

Some students:

- difficult time being in the same room with specific groups - lack of tolerance
- lack of problem solving skills-conflict situations
- they cannot use unstructured time in a constructive way- they don't know how to play
- lots of children in organized sports and don't have much experience in unstructured time. Children don't go outside unsupervised because of safety issues - tend to be on electronic gadgets inside i.e. computer, video games etc
- basic skills of conversation - children don't look at you when talking to each other.
- respect for other people's things are decreased - disposable society

### **Emotional Skills**

- can look beyond their own emotional needs and help others
- lots of our students are very good at empathy; care about others
- good at recognizing needs of others
- accepting and attuned to students with special needs
- most students are happy-feel good about themselves
- severe behavior stands out; broader range of emotional level of students
- some kids have limited anger management skills

### **Cognitive Skills**

- wide range and spectrum in all areas and difficult to meet their needs-Teachers deal well with needs of kids. Kids with special needs are dealt with individually not just the kids receiving Ministry funding.
- students are given many opportunities and interventions in place to meet their needs.
- Reading Recovery data, Aboriginal data, FSA, Achieve Data and school based data indicates that our students are doing quite well and are measuring up well to BCPS
- students are closely tracked for growth in academic achievement
- generally the students at our school are strong academically
- lack of work habits hinder cognitive development
- homework is not done at home when given
- critical thinking skills need further attention

### **Family Background/Parental Involvement**

- parent community positive about the school and supportive
- some very involved parents in students' education
- core group of parents are very dedicated parents
- demographics indicate 25% of our students are in the poverty section. Third school in our area in the poverty sector.

- families not having time - working parents - double income - less time for children - community, social and economic trend - lower participation with parents volunteering at school - i.e. hot lunch program, One to One program, support in classrooms
- lots of fragmented/ blended families
- single parent families - 16%
- for some parents – organized, outside/sports programs take precedent over school work
- some parents put on show that they are going to do something to support the child but do not follow through

### **Physical Health/Nutrition**

- most of our kids are active
- regular physical education classes
- some have good lunches and some do not
- PAC has changed our hot lunches menu - more nutritious
- extracurricular activity in school - volleyball, basketball, Fun Run in the Winter
- Action BC program in some classrooms
- some students are overweight/most kids are not
- ease of package lunches for kid
- parents are unhappy about physical health and nutritional level of our students on parent satisfaction surveys. Seems to indicate reliance on schools to be responsible for the physical and nutritional health of our kids.
- food industry - refined and processed fruit - sugar content
- increasing awareness that daily P.E. is exercise

### **Other**

- tendency to focus more on students with more needs
- students who are meeting and exceeding expectations do not receive as much extra attention.
- DARE TO CARE program was taught but due to shortage of police officers – a condensed version was delivered by the RCMP

### **What is most important about our kids?**

- Our students are caring, well behaved and responsible kids
- work towards making students to become well adjusted and self confident
- happy and are wanting to be at school
- strong sense of belonging
- are valued and respected
- have a high level of esteem
- take pride in being part of our school community
- all capable of learning at their level

- need to have real life experiences and physical activity
- need guidance to become role models and good citizens
- open to change and encourage risk taking
- accepting of errors
- some are knowledgeable about social issues and making healthy life choices but others are not.

### **What are we doing about what is most important?**

- We try to be good role models - enjoy being at school, happy, good citizens, learn by what we do
- celebrate what they do well - focus on character traits, with star awards
- reinforce behaviours - acknowledge and reward positive behaviour as well as academic
- allow students to participate in all areas of our school (SWAT team)
- value our students as people
- accepting atmosphere - tolerance and acceptance
- encourage risk taking and accept when they make mistakes
- provide opportunities to focus on and show growth in what's important (above)
- staff works well together, supportive of each other, share ideas and expertise
- strong supportive community network that deeply cares about each other whether it be health, social, emotional or economic situation.
- academic and intervention programs to assist and support student learning and meeting individual needs (Reading Recovery, IEP, learning assistance, programs within the classrooms, counseling)
- dedicated and skilled support staff – open to change/trying new things
- variety of resource people we can access within the district and community.
- teachers are flexible and adapt teaching philosophies and practices to better meet needs of students.
- committed and striving to identify needs and become trained or access resources to better meet changing student needs. We continue to strive to grow professionally.
- staff always listens to parents' concerns and recommendations.
- there is consistency –everyone knows the expectations of the school

### **How do we know that we are having a positive impact?**

- students are positive about their school
- positive parent comments on the satisfaction survey (5 years of data)
- positive reputation in the community
- generally satisfied in the performance of our students in the DRA, Achieve Data, FSA, school based data collected.
- students and parents stay in our school from K-6; not high turn over
- most students enjoy being at school and enjoy learning
- students see the school as a welcoming and a safe place to be
- students state in the satisfaction survey that “teachers care about me.”

- track our kids closely and try to meet their individual needs
- try to allocate resources where needed.
- positive nature of school and all Staff
- students sharing of school day with home
- parents have commented that when they went to teachers in Middle School, some teachers told them that they could tell which kids were from Crescent Park - positive feedback on academics and behavior.

### **School Improvement Cycle:**

Sept/October 08

- staff and SPC reviewed what was in achievement contract

January 09

- DRA testing for students in grade one and other students who did not meet the levels when tested in September 2008

February 09

- FSA administered

March 09

- satisfaction surveys administered
- data collected and teams met to analyze and make recommendations

April 09

- School Improvement teams met to analyze data and make recommendations to the whole Staff
- May 15-NID day was designated to review data, make recommendations and to revise school growth plan for 08/09

May 08

- reviewing DRAFT SIP with staff and SPC

June 09

- Draft SIP finalized and sent to the Board Office

### **Consultation with the Broader Community**

- newsletters
- parent handbook
- discussions at PAC and SPC meetings

### **Support for the School Plan**

- total support for plan by SPC
- school staff support for all goal areas

- school goals typed in newsletters and parent handbooks and results publicized

## **Goal 1: To Increase Students' Skills in Reading**

Objective 1: To increase student skills in reading ability, comprehension and critical thinking skills

Objective 2: To increase reading skills, comprehension and critical thinking skills for students of Aboriginal descent

### **Indicators of Success:**

- District Achievement Data
- DRA Data
- Reading Recovery Results
- FSA Results
- School wide Assessment using the BCPS

### **Rationale:**

- FSA results are not consistent from year to year (small numbers skew results)
- some years our scores are quite low
- includes all students
- school based concerns about reading comprehension (eg, FSA, school data)
- school based data from 5W's - performance is strong - 75% or higher in grade levels
- school based data-Inferential thinking - lower grade 4 and 6 scores
- primary teachers are concerned with processing and language skills
- literal comprehension skills need further attention which affects inferential thinking ability or higher level thinking skills
- continue to provide practice in both reading for information as well as literary works
- reading for a variety of purpose/lifelong skills

### **Current Picture:**

- guided reading groups
- buddy reading
- focus on 5W's in primary
- developing literacy centers at the primary level
- phonemic awareness at kindergarten level
- focus on inferential thinking at the intermediate level
- Literature Circles in intermediate ; Literacy Centres in primary
- classes learn a minimum of 2 graphic organizers per year for extracting and organizing information
- programs in place (Reading Recovery, Great Leaps Program, PALS, Ready-Set-Learn, Reading Milestones)
- good library of leveled books for all grades

- literacy Helping Teacher working with classes; ESD-Our Turn to Talk program for primary
- close tracking of students - DRA, Achieve Data, Reading Recovery Data, Aboriginal Data, new FSA baseline, and school based data

### **Future:**

- track FSA scores on 5 year average of 75% or more
- a literate society - students increase reading and comprehension skills
- lifelong enjoyment of reading
- Increased comprehension skills in both primary and intermediate grades

### **Strategies and Structures:**

- continue with guided reading groups
- integrate graphic organizers with other subject areas
- daily silent reading of their choice books
- introduce inferential questions at the primary level-do as a class together
- continue with early intervention programs as described above
- collect more resources for comprehension skills at each grade level
- core 44 materials
- access Literacy Helping Teacher
- continue to assess comprehension skills at the primary and intermediate level-5W's for primary and Inferential Comprehension at the intermediate level
- continue to use standard form for inferential assessment in the intermediate grades
- introduction of RAD in the intermediate grades for another piece of data to track reading but not tracked-use for informing teacher

### **Target/Assessment:**

(Our aim is to demonstrate growth in reading...rather than aim for a specific percentage ... this is due to the fact that our data already indicates 75% OR better in reading in all the assessment pieces)

- FSA scores, DRA, Achieve Data, Reading Recovery, Aboriginal data
- School wide data--5w's for the primary
  - Inferential Assessment at the Intermediate grades
- School wide data- locating and extracting information-using two graphic organizers.

## FSA Results

<u>Reading Compre.</u>	<u>00/01</u>	<u>01/02</u>	<u>02/03</u>	<u>03/04</u>	<u>04/05</u>
All	84%	71%	91%	65%	85%
Male Students	83%	55%	100%	50%	90%
Female Students	86%	85%	83%	71%	67%
Aboriginal	60%	msk	msk	33%	80%
Participation rates (all)	94%	86%	85%	96%	79%
Aboriginal rates	(5) 83%	(4) 80%	(3) 75%	6) 100 %	(5) 63%

<u>Reading Compre</u>	<u>05.06</u>	<u>06/07</u>	<u>07/08</u>	<u>08/09</u>	<u>09/10</u>
			New baseline Feb.		
All	75%	75%	88%	87%	
Male students	83%	69%	88%	75%	
Female students	71%	79%	88%	100%	
Aboriginal	msk	71%	75%	100%	
Participation rates (all)	92%	100%	(7)70%	100%	
Aboriginal rates	(6) 86%	100%	(1)80%	100%	

Crescent Park performed at or above the International Benchmark in the most recent Progress in International Reading Literacy Study (PIRLS).

### Summary:

Reflections of Staff/SPC:

### Strengths:

- Success of female students
- High Participation rates
- Success of aboriginal students
- Aboriginal success
- General scores were good
- Nice sequential rate of increase in scores
- Flexibility in time to meet students personal needs

**Concerns/Issues:**

- Validity of scores
- Time if FSA test in February not May or June
- More of the test written online
- More of the test is administered by teachers other than the classroom teacher
- There is more change in the boys' scores than girls
- Boy scores are lower than the girls
- Consistency of assessment materials as relating to the reading goals and IRP.
- Quality of the assessment for Inferential Thinking
- Early DRA assessment date may skew results

**Recommendations:**

- Continue with School Data
- The reading team continues to recommend Reading as a school goal.
- We continue to have several students on Individual education Plans for Language Arts.
- Explore the consistency of assessment materials as relating to the reading goals and IRP.
- Continue to have a staff meeting at the beginning of the school year to familiarize staff members with the goals and the document and revisit throughout the year.
- Check the quality of the assessment for Inferential Thinking

**Students who took Reading Recovery and met DRA levels**

Students	03/04	04/05	05/06	06/07	07/08	08/09
Cohort #1	75%	100%	100%	75%	50%	
Cohort #2	80%	60%	40%	67%	60%	
Cohort #3			50%	50%	40%	
Cohort #4			67%	100%	100%	
Cohort #5						

**Percentage of students of Aboriginal Descent who completed Reading Recovery**

	03/04	04/05	05/06	06/07	07/08	08/09
All	50%	83%	80%	60%		
Ab.	50%	100%	100%	50(2)		

**Here's What**

- Out of the two possible aboriginal students during the year 07-08 both students were meeting expectations and did not require Reading Recovery.

- We are continuing to track previous aboriginal Reading Recovery students through their DRA results.
- Yearly results may not be reliable indicators due to the small number of students involved.
- There are also fluctuations in the number of students we have each year.

**Recommendation for tracking next year**

Reading recovery is a great benefit for students in grade one!!!  
 Continue to have reading recovery and track students throughout their elementary years  
 Positive impact over time - students who received Reading Recovery benefited from instruction

**Reading Assessment Data by Year for Students of Aboriginal Descent who met DRA expectations and had reading recovery**

Students	03/04	04/05	05/06	06/07	07/08	08/09
Cohort #1	67%	100%	50%			
Cohort #2	50%	100%	100%			
Cohort #3	100%	100%	100%			
Cohort #4						
Cohort #5						

- Continue extra reading recovery instruction for aboriginal students
- Continue to fund extra learning assistance time for reading recovery

**Achieve Data-Reading results and cohorts in percentages**

	<u>03/04</u>	<u>04/05</u>	<u>05/06</u>	<u>06/07</u>	<u>07/08</u>	<u>08/09</u>
Cohort 2	85%	87%	83%	91%	94%	97%
Cohort 3		76%	63%	72%	64%	74%
Cohort 4			77%	93%	91%	90%
Cohort 5				72%	96%	81%
Cohort 6					57%	81%
Cohort 7						60%

**Achieve Data – Students of Aboriginal Descent**

	<u>03/04</u>	<u>04/05</u>	<u>05/06</u>	<u>06/07</u>	<u>07/08</u>	<u>08/09</u>
Cohort 2	100%	100%	100%	100%	100%	100%
Cohort 3		100%	100%	100%	75%	80%
Cohort 4			57%	83%	83%	100%
Cohort 5				40%	75%	71%
Cohort 6					100%	67%
Cohort 7						33%

## School Based Assessment for Comprehension in Reading

### Objective 1:

5 W's for Primary

	04/05	05/06	06/07	07/08	08/09
Overall	all=80% ab=94%	all=81% ab=71%	all=70% ab=62%	all=87% ab=85%	all=82% ab=75%
Gr. 1	all= 88% ab =100%	all=71% ab=50%	all=84% ab=75%	all=75% ab=67%	all=70% ab(5)=40%
Gr. 2	all=77% ab=83%	all=94% ab=100%	all=85% ab=80%	all=100% ab=100%	all=86% ab(3)100%
Gr.3	all=75% ab=100%	all=84% ab=83%	all=41% ab=33%	all=84% all=88%	all=92% ab(8)=88%

Reflections of Staff/SPC

#### **Strengths:**

- Improvement of Cohort for students who are aboriginal in grade 2
- Increase in knowledge between grade 1 and 3
- Scores for students who are aboriginal in Grade 2 and 3 are generally good
- Gr.3 – all students show improvement and students who are aboriginal maintained 88%.

#### **Concerns/Issues:**

- Low scores for grade 1 – especially Aboriginal students of Aboriginal descent
- Grade 1 Scores for students of Aboriginal descent are a concern - speech delays will affect comprehension and results.
- Gr. 2 – decline for all students with the aboriginal students maintaining 100%. Gr.1 - slight decrease in total number of students with a greater decline with the aboriginal students.

#### **Recommendations:**

- Parent Question: Is there anything we do to help transition from gr. 3 to gr. 4? (Gr. 4 is steadily low.)
- Teachers are aware of students who are not meeting expectations. This confirms and reaffirms teacher assessment of students. Again these students are placed on individual educational plans and are tracked closely.
- The 5W's are one of the foundations for reading-literal comprehension and understanding. Continue to gather data on this-IRP assessment.

## Inferential Comprehension

	04/05	05/06	06/07	07/08	08/09
Overall	all=77% ab=67%	all=75% ab=53%	all=81% ab=82%	all=67% ab=80%	all=70% ab=74%
Gr. 4	all=75% ab=38%	all=79% ab=50%	all=68% ab=80%	all=43% (5)ab=60%	all=58% (6)=50%
Gr. 5	all=84% ab=80%	all=86% ab=67%	all=90% ab=100%	all=86% (6)ab=83%	all=65% (5)=80%
Gr.6	all=80% ab=83%	all=61% ab=43%	all=86% ab=67%	all=72% (5)ab=80%	all=83% (8)ab=88%

### Reflections of Staff / SPC:

#### **Strengths:**

Improvement in grade 5 cohort

Consistency in scores for students who are Aboriginal in Gr. 6 cohort

Improvement from grade to grade

Same grades are using the same assessment between different classes

Students who are Aboriginal are at the same level or above all students

All students are included in this assessment

Overall scores have improved for all students and slightly decreased for aboriginal students from the previous year

Gr. 6 - slight increase overall and an increase for the aboriginal students.

#### **Concerns / Issues:**

- Low scores in Grade 4
  - o For all grade 4 students the scores have increased slightly from the previous year. Aboriginal numbers have decreased.
- Grade 4 score (a new skill)
- Gr.5 – Significant decrease in all students – this was noted last year and several were excused from their Grade 4 FSA and continue on Individual Education Programs.

#### **Recommendations:**

Is there anything we do to help transition from gr. 3 to gr. 4? (Gr. 4 is steadily low.)

Are assessments consistent? Do they truly assess what we want them to?

Continue to look for a better assessment tool

- Continue to introduce inferential comprehension at the primary grades but do not track for data gathering process. (Any question that requires only a yes, no or comes directly from the reading material is not an inferential question. Questions like, how do you know and why do you think; predict what might ...give examples to support your answer are examples of inferential questioning.)

- Continue to teach inferential comprehension skills at the intermediate level and gather data. This is an essential skill for reading comprehension at the intermediate years and beyond the elementary years for competency in reading. (Any question that requires only a yes, no or comes directly from the reading material is not an inferential question. Questions like, how do you know and why do you think; predict what might ...give examples to support your answer are examples of inferential questioning.)
- Pilot RAD in interested classrooms and share findings as another strategy for assessment.
  - o provide an information session on how to implement if interested.
- Continue to access Literacy Helping Teacher
- Continue to develop Literacy Centres within the classrooms to develop readiness skills in an attempt to address children's needs in language development.
- Continue to address inferential comprehension as scores are not consistent from year to year.
- Investigate with Helping Teacher an alternative resource to assess Inferential Thinking

## **Objective 2: Extracting and organizing information**

Primary grades will use two graphic organizers for the purposes of extracting and organizing information and data will be collected as to which students meet expectations for the graphic organizers used.

Intermediate grades will use two graphic organizers for the purpose of extracting and organizing information and data will be collected as to which students meet expectations for the graphic organizers used.

	06/07	07/08	08/09	09/10	10/11
overall	All=79% Ab=67%	All=78% Ab=76%	All=80% Ab=71%		
Grade 1-all	72%	63%	70%		
Ab. gr.1	(7) 71%	(3)67%(5)40%			
Grade 2-all	86%	88%	90%		
Ab. gr.2	(5) 80%	(5)60%	(3)100%		

Grade 3-all	76%	79%	85%
Ab. gr. 3	(3)33%	(8)88%	(8)63%
Grade 4-all	75%	83%	81%
Ab. gr. 4	(7) 71%	(5)80%	(6)100%
Grade 5-all	81%	86%	70%
Ab. gr. 5	(7) 86%	(6) 83%	(5)80%
Grade 6-all	83%	66%	83%
Ab. gr. 6	(12)58%	(5)80%(8)63%	

### Reflections of Staff / SPC:

#### **Strengths:**

- Improvement of Gr. 2 cohort, especially students who are Aboriginal
- Most students are meeting or exceeding grade level expectations
- Overall – slight increase in all students from the two previous years with a slight decrease in aboriginal scores from last year.
- Gr. 1 -increase for all students with a decrease in aboriginal scores
- Gr. 2 – increase in all students with a significant increase in the aboriginal scores
- Gr. 3 – increase with all students with a significant decrease in the aboriginal scores
- Grade 4 - slight decrease in all with a significant increase in the aboriginal students
- Grade 5 – decrease in all students as well as slight decrease in aboriginal students
- Grade 6 – increase in all students with a large decrease in aboriginal students
- Various fluctuations when looking at cohort groups-keep monitoring. Alert- continue to monitor aboriginal scores as they are not consistent from year to year.

#### **Concerns**

Consistency between cohorts

Performance of students in gr. 5

Grade 6 students who are aboriginal

Ab. Students in grade 1 (IEP and Speech)

Ab. Students in grade 6 (2 new students)

Fluctuation in students performance from hour to hour

Some scores seem to fluctuate, continue to monitor

#### **Recommendations**

- Assessing on more than one day. Be flexible? (ie. If student is having a bad day, or is angry etc. do assessment on another day.
- Encourage to choose from a variety of graphic organizers - see Core 44 examples other webbing and Venn diagram. Lots of exposure to other graphic organizers enable students to extract and organize information they read in a variety of ways - extends student comprehension skills

- continue to monitor and gather data about extracting and organizing data.
- investigate into enhancing written responses to answering reading questions—this appears to be a skill that needs further development. For example:
  - o answering questions in sentences in complete sentence; 5W's
  - o providing supporting details to support answer (gr.2-6)
  - o when answering inferential question-provide information/details from material read to support answer

### Monitoring Writing

We continue to monitor writing results from the FSA (not school wide writes). This year we are at 87% which is 7% lower than last year. Last year we had 70% of students participating, this year we had 100% participation in the. Last year aboriginal students had 75% and this year they had 100%.

## Goal 2: To Increase Students' Skills in Mathematics

Objective #1: To increase students' skills in problem solving

Objective #2: To increase problem solving skills for  
Aboriginal students

### Indicators of Success:

- District Achievement Data
- FSA results
- School wide assessment using the BCP Standards in problem solving.

## Goal 2: To Increase Skills in Mathematics

Objective 1: To increase students' skills in problem solving

Objective 2: To increase students' skills in problem solving of Aboriginal students

### Rationale:

- problem solving is an employability skill

- we now have 2 years of data and would like to continue until 5 years of data collected
- strong emphasis on problem solving on FSA tests (4-7)
- inconsistent scores in mathematics on the FSA tests

### **Current Picture:**

- our students are being taught problem solving skills but are struggling with it.
- only two years of data collection
- each grade focuses on different strategy
- intermediate scores for aboriginal students lower than the total scores for each grade level
- increase in % of aboriginal students meeting expectations in numeracy FSA (in 05-06)
- main source being used: Problem Solver and Math to the Max

### **Future:**

- continued improvement in targeted strategies at each grade level in problem solving
- continued improvement in FSA scores for aboriginal students and all students
- less discrepancy in scores between aboriginal students and total students

### **Strategies/Structures:**

- continue with targeted strategies for each grade (2006-07)
- set up a binder in the photocopy room to collect samples for targeted strategies
- access a resource person to assist in in-service, training and resources
- attend in-service on new math IRP

### **Target/Assessment:**

(Strive for improvement in all areas—consistent scores in FSA, and see increases of growth in school wide assessment in areas identified in the review from 06/07-analysis and recommendations)

- school wide assessment- collect data on target strategy for each grade (as listed in 05-06 goal)
- District Achieve data, FSA,

## FSA Results

<u>Numeracy</u>	<u>00/01</u>	<u>01/02</u>	<u>02/03</u>	<u>03/04</u>	<u>04/05</u>
All	94%	87%	68%	78%	74%
Male Students	94%	80%	82%	80%	84%
Female Students	93%	92%	55%	77%	50%
Aboriginal Students	80%	msk	msk	msk	57%
Participation rates (all)	94%	79%	81%	95%	85%
Aboriginal rates	(5) 83%	(3) 60%	(3) 75%	(6) 100 %	(7) 88%
	<b>05/06</b>	<b>06/07</b>	<b>07/08</b> new baseline Feb.	<b>08/09</b>	<b>09/10</b>
All	71%	74%	63%(*69%)	81%	
Male students	100%	75%	75%	75%	
Female students	63%	74%	50%	88%	
Aboriginal students	43%	71%	(4)25%(*50%)	100%	
Participation rates(all)	100%	100%	(7)70%	100%	
Aboriginal rates	88%	100%	(1)80%	100%	

(\* Scores based on individual profiles.)

### Reflections of Staff / SPC

#### Strengths:

- Girls have improved
- 100% participation rates
- Aboriginal results
- 25 out of 31 students (81%) were meeting for FSA scores in numeracy. 69% last yeatotal meeting
- We have consistently increased our meeting total over the last two years.
- We had 100% participation this year (7 didn't write last year)
- students this year seem to have stronger math skills
- 14/16 girls meet

- 11/15 boys meet
- 6/6 Ab. students meet

**Concerns/Issues:**

**Validity of scores**

Last 2 years testing has been done in February before students have had a chance to look at all the strands covered.

style of e-fsa is still new to students, this will affect the results.

**Recommendations:**

Continue with school data

next year data will be added for the Grade 7 FSA scores

**Achieve Data for Numeracy Cohorts**

All students

	04	05	06	07	08	09
Co #2	79%	93%	90%	75%	92%	97%
Co #3		88%	75%	72%	64%	78%
Co #4			90%	93%	97%	100%
Co #5				88%	96%	81%
Co #6					83%	86%
Co #7						83%

Achieve Data – Students of Aboriginal Descent

	<u>04</u>	<u>05</u>	<u>06</u>	<u>07</u>	<u>08</u>	<u>09</u>
Co #2	75%	100%	100%	75%	100%	100%
Co #3		100%	100%	100%	75%	80%
Co #4			86%	83%	100%	100%
Co #5				60%	75%	71%
Co #6					100%	67%
Co #7						83%

**School based data on problem solving**

	05/06	06/07	07/08	08/09
•Acting out				
all Grade K/1	63%	72%	75%	K-50%
Ab. gr. 1	71%	71%	(4/8) 50%	(6)50%
Acting out				
all Grade 1				77%
Ab. Grade 1				(5)60%
•Logical reasoning				
all Grade 2	87%	88%	96%	95%
Ab. gr. 2	100%	83%	(4/5)80%	(3)100%
•Make a picture				
all Grade 3	26%	25%	67%	88%
Ab. gr.3	50%	67%	(3/8) 38%	(4)100%
•Make an organized list				
all Grade 4	58%	84%	68%	68%
Ab.gr. 4	67%	67%	(4/5)80%	(6)100%
Make a table				
all Grade 5	74%	57%	75%	57%
Ab. gr. 5	58%	57%	(4/6)67%	(5)60%
•Use and look for a pattern				
all Grade 6	94%	65%	67%	81%
Ab. gr. 6	100%	36%	(4/5)80%	(8)88%
•Guess and check				
all Grade 6	5%	56%	67%	81%
Ab. gr.	0%	36%	80%	(8)88%

### **Here's What:**

- Kindergarten scores are only for one class (8 full time students)
- Scores for “Use and Look for a Pattern” went from 67% to 81%
- 4 grade levels are above 75%
- Six students (6/23) in grade 5’s are on math iep. They were not able to do the question.
- Most of the % for grades have increased
- We now have 4 years data. One more year with these strategies.
- Some strategies seem to be difficult for certain grade levels (Acting out for Kindergarten)
- primary scores are all above 77% (K not included)
- Ab. scores in Gr 2, 3, 4 are on par or better than peers.

### **So What:**

- Overall our goal of increasing students’ problem solving skills is showing a benefit to students
- Focusing on one or two strategies in one year is an effective way of teaching problem solving
- We expect student problem solving skills will continue to improve using the current strategies.

### **Now What:**

- having one strategy for grade 6. We will keep “Guess and Check”
- “Make it Simpler” for grade 7
- (similar to inferencing in the reading goal) teachers at each level are given 2 evaluation problems to choose from. This will make results more consistent from class-to-class.
- not including Kindergarten in data collection.

### **Goal 3: To Increase and Promote Healthy Lifestyles-Physical Activity and Nutrition**

Objective #1: To increase student participation in physical activity

Objective #2: To increase student knowledge of health and nutrition in order to make healthy choices

Indicators of Success:

- Health and Career IRP standards
- School based data
  - 15 minutes or more increased daily physical activity over and above daily 30 minute p.e. time
  - school wide program - Action BC checklists
  - knowledge/transfer/application of healthy choices checklist

### **Goal 3: To Increase and Promote Healthy Lifestyles-Physical Activity and Nutrition**

**Objective 1:** To increase student participation in physical activities outside of gym time

(increase in-class physical movement built into daily routine as well as daily p.e.)

**Objective 2:** To increase student knowledge in order to make healthy choices

- increase knowledge of food groups
- transfer knowledge of food groups to daily food choices
- knowledge about personal safety, drug awareness)

#### **Rationale:**

- it became a staff observation that many students are not participating in physical activities outside gym time
- satisfaction survey indicated that students do not know the meaning of exercise
- satisfaction survey indicated that parents are unhappy about physical and nutritional health
- teacher observation that nutritionally poor lunches are affecting students performance

- children have a lot of junk food in their lunches

**Current Picture:**

- we already have daily gym periods
- nutrition units being taught in the classroom
- some students have excess energy that is transferred to anger management and self regulating issues
- teacher observation that children’s lunches are lacking nutritional value
- our newsletters have some nutritional tips for parents
- Our PAC is introducing healthy choices in hot lunch program
- grade 5/6 had DARE TO CARE; Second Step
- some students participated in “Friends” program
- Some grade 3/4 completed safety units, Second Step, and Talking about Touching
- primary grades - Talk About Touching

**Future:**

- we are to see regular physical activities that increase student heart rate (within the classroom)
- increase student’s knowledge of healthy food choices
- increase understanding of the meaning and benefits of exercise
- increase parent satisfaction of child’s physical health and nutritional level
- healthier kids in our school
- students making healthy choices for physical activity, lunches and snacks
- students making healthy choices ie (drug awareness, personal safety, street safe)

**School Based Data on Healthy Living**

<b>Evidence (Measure)</b>	<b>07/08 Actual Results</b>	<b>08/09 Actual Results</b>	<b>09/10 Target</b>	<b>09/10 Actual Results</b>	<b>Target met? Yes/no</b>	<b>10/11 Target</b>	<b>10/11 Actual Results</b>	<b>Target met? Yes/no</b>
Increased Physical Activity – Amount of Time.	K–5 min. 1–7 min. 2–5 min. 3–5 min. 4–5 min. 5–8 min. 6–8 min.	K-15 min. 1-10 min. 2-15 min. 3-7 min. 4-5 min. 5-8 min. 6-8 min.						
Increased Physical Activity – Amount of Time – Aboriginal Students.	K-5 min. 1-7 min. 2-5 min. 3-5 min. 4-5 min. 5-8 min. 6-8 min.	K-15 min. 1-10 min. 2-15 min. 3-7 min. 4-5 min. 5-8 min. 6-8 min.						

Knowledge of Food Groups	K-100%-2 groups 1 - 79% 2 - 100% 3 - 97% 4 - 78% 5 - 81% 6 - 78%	K-66%-2 groups 1 - 83% 2 - 100% 3 - 100% 4 - 90% 5 - 74% 6 - 83%						
Knowledge of Food Groups - Aboriginal	K-100%-2 groups 1 - 66% 2 - 100% 3 - 83% 4 - 75% 5 - 83% 6 - 80%	K-75%-2 groups 1 - 100% 2 - 100% 3 - 100% 4 - 100% 5 - 60% 6 - 89%						
Transfer Application Knowledge	K - 97% 1 - 71% 2 - 100% 3 - 97% 4 - 91% 5 - 86% 6 - 78%	K - 83% 1 - 85% 2 - 100% 3 - 98% 4 - 90% 5 - 74% 6 - 86%						
Transfer Application Knowledge - Aboriginal	K - 33% 1 - 67% 2 - 100% 3 - 80% 4 - 75% 5 - 90% 6 - 100%	K - 57% 1 - 63% 2 - 100% 3 - 98% 4 - 100% 5 - 80% 6 - 100%						
Personal Safety (Pri./Int.) Drug Awareness (Int.)	K - 85% 1 - 75% 2 - 100% 3 - 99% 4 - 91% 5 - 94% 6 - 83%	K - 25% 1 - 40% 2 - 81% 3 - 96% 4 - 97% 5 - 87% 6 - 92%						
Personal Safety - Ab. (Pri./Int.) Drug Awareness - Ab. (Int.)	K - 0% 1 - 67% 2 - 100% 3 - 83% 4 - 75% 5 - 90% 6 - 100%	K - 57% 1 - 50% 2 - 83% 3 - 89% 4 - 100% 5 - 80% 6 - 100%						

## Goal 3 Healthy Living 2008/2009

### Objective #1

- Majority of classes have increased physical activity by an average of 5 minutes/daily.
- Most classes are up to an average of 10 minutes a day.
- According to student satisfaction survey not all students recognize that they are getting exercise at school? (80-89%)
- Some classes continue to notice a positive impact for students with excess energy.
- Primary teachers notice a significant impact on students with sensory issues and impulse control issues.
- There is improvement with self regulation.

### Recommendations

- Continue to increase daily physical activity in the classroom.
- Students need to hear a variety of vocabulary relating to physical activity. (exercise, PE, healthy living, etc...)
- In September .....

  - -Continue with brainwave from 8:55am – 9:00am (school wide)
  - -Incorporate Action BC at breaks and transitions
  - -incorporate other gross motor activities during transitions

- Build into daily routine in September

### Objective #2 A and B

- In general, the knowledge of food groups has remained the same when compared to last years data, with the exception of kindergarten.
- The kindergarten data may be influenced by two students with special needs on full IEPs, and the different food groups that were used this year.
- As well, there has been a decrease with the grade one cohort.
  - Again, this could be attributed to the change in food groups.
- Overall there is a good understanding of the food groups, however there are inconsistencies with the ability to transfer knowledge of the food groups.
- We recognize that children have limited control when making choices for healthy lunches.
- According to the satisfaction survey, student recognition that they are eating healthy food has remained the same.

### Recommendations

- Continue with nutritional tips in newsletters.
- Continue with healthy focus for hot lunch program.
- The health and career IRP recommends a nutrition unit.

- We recognize that our control of food choices from home is limited, but we do have some influence with the children when we focus on healthy choices in our classroom.
- We will monitor the data in the years to come to see if the use of different food groups affects the results.

## Objective #2 C

- Using the new data collection sheets, this year is a new baseline.
- Many of the primary numbers are low due to the fact that the safety units were not covered in term one or two. OOPS! ☺
- Intermediate data is difficult to interpret as well, because personal safety and drug awareness were grouped in the same data collection.
  - We recognize these areas need to be separated.
  - There will be a new data collection sheet available for next year.

## Recommendations

- Health and Career IRP recommends studying safety and injury prevention as well as substance misuse prevention at all grade levels.
- We recognize that the availability of the DARE program is inconsistent. Perhaps other resources can be used to teach the outcomes.
- Use of a Pro-D Day to find/research resources to help meet all objectives for goal 3.

## Grade 4 Student Satisfaction Results

**Legend \*\*\*\*are new questions to survey - therefore a new baseline is established for these questions (Results in percentages)**

	05/06	06/07	07/08 new baselines	08/09
Are you getting better at school?				
Do you try to do your best at school	86	84	95	94
Are you getting better at reading	77	89	89	86
Are you getting better at writing Sentences/stories	86	83	79	70
Are you getting better at math?	90	71	90	89
At school are you learning about healthy food and exercise?	43	79	77	83
At school do you respect people who are different than you	86	92	100	96
Do you like school?	76	57	68	66
Do you like what you are learning?	76	72	70	69
Do adults in the school treat all students fairly?	86	75	70	83
Do your teachers help you with your schoolwork when needed?	82	76	68	83
Do your teachers care about you?	94	90	89	93
Do you feel safe at school?	86	94	70	93
At school, are you bullied, teased or picked on	15	4	5	20
Do you know how your school expects students to behave	86	93	100	89
Are you getting better at computers?	76	93	89	90
At school, do you get exercise?	82	87	90	91

At school, do you participate in activities outside of class hours	71	77	47	67
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\*\*\*\*\*new survey questions

At school are you learning about Art?			0-59	84
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At school are you learning about Music?			0-59	30
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I would like to go to a different school			0-59	20
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Are you of Aboriginal Ancestry			Yes 45% No 55%	Yes 24% No 76%
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In the past 7 days how many days did you exercise or participate in physical activities for at least 30 minutes that made you sweat and breathe hard such as soccer, running, dancing, swimming, bicycling or similar aerobic activities?

0 days			9%	7%
3 days			5%	11%
5 days			41%	13%
6 days			18%	20%
7 days			27%	43%

Where did you usually do your physical activity?

In my regular classroom			3%	2%
In my p.e classes			67%	35%
In school teams or clubs			3%	2%
In other activities at school			7%	8%
With clubs or sports teams in the community			3%	10%
At recreation centres			7%	10%
With other groups or organizations			7%	12%
On my own			3%	23%
No answer			0%	0%

In the past 24 hours how many servings of fruits And vegetables have you eaten?

0 servings			5%	3%
1 serving			15%	13%
2 servings			30%	17%
3 servings			10%	3%
4 servings			10%	10%
5 servings			15%	17%
6 servings			5%	7%
7 servings			5%	13%
10 or more servings			5%	10%

No answer

0%

7%

## **Parent satisfaction Results**

	<u>05/06</u>	<u>06/07</u>	<u>07/08</u>	<u>08/09</u>
Are you satisfied with what your child is learning at school	88	91	92	100
Are you satisfied the development of your child's reading skills	81	73	69	100
Are you satisfied with the development of your child's writing skills	63	55	62	90
Are you satisfied with the development of your child's math skill	81	83	92	91
At school is your child learning about how to stay healthy?	88	95	100	100
Are personal differences respected at your child's school?	75	95	91	80
At school, does your child participate in activities outside of class hours	33	36	23	54
Are you satisfied that staff treat all students fairly	100	95	92	100
Do your child's teachers help with schoolwork when needed?	93	91	100	100
Do teachers care about your child	100	86	100	100
Do you feel welcome at your child's school?	100	96	100	100
Does your child's report card provide clear information about his/her progress	100	87	92	100
Are you included in decisions made at the school that affect your child's education?	79	71	38	81
	<u>05/06</u>	<u>06/07</u>	<u>07/08</u>	<u>08/09</u>
Are you given the opportunity				

to be involved in the school planning activities (such as goal setting, school improvement?)	87	77	54	80
Do you volunteer at your child's school?	6	23	15	36
Are you aware of the school goals for improving student learning?	93	62	50	100
Are you satisfied with the program choices at your child's school?	81	90	100	100
Does your child feel safe at school?	93	96	100	100
Is your child bullied, teased picked on at school?	13	9	18(2)	27
Does your child's school provide clear expectations for student behavior at school	100	96	92	100
Are the rules related to behavior enforced consistently at your child's school?	87	100	90	91
Are you satisfied with the development of your child's computer skills at school?	81	90	92	100
At school does your child get exercise	100	87	100	100
Are you satisfied that school is preparing your child for a job in the future?	-----	-----	-----	30
Are you satisfied that school is preparing your child for post-secondary education	-----	-----	-----	100
*****new survey questions				
Your child is in Grade 4			100	100
No answer			0	
Are you of Aboriginal Ancestry?			Yes	Yes
			17%	18%
			No	No
			83%	82%
No answer			0	0

## Staff Results

	05/06	06/07	07/08	08/09
Are you satisfied with the academic performance of students at your school	-----	63	83	89
Are you satisfied with the development of students' reading and writing skills at your school?	-----	75	83	89
At your school, are all students expected to do well?	-----	75	100	90
Are you satisfied with the human and social development of students at this school?	-----	25	86	60
Does your school welcome and include all students?	-----	100	100	100
Do the members care about students' well-being and academic success?	-----	100	100	100
In your school, do staff members work hard to maintain good relations with parents?	-----	100	100	90
Does your school have a positive climate?	-----	89	100	80
Is the physical condition of school welcoming?	-----	100	100	90
Is students' progress regularly and systematically assessed and evaluated?	-----	100	72	100
Are parents involved in decisions at the school that affect their child?	-----	100	86	90
Does your school welcome the input of parents in school planning activities	-----	100	100	100
Does your school welcome the participation of parents?	-----	100	100	100

Do you have opportunities for input in school decision making?	-----	75	100	89
Is assessment information used To plan for instruction	-----	msk	86	89
Do teachers collaborate to Plan for instruction	-----	msk	57	89
Is professional development ongoing at this school?	-----	88	100	78
Does your school provide programs to meet all student needs?	-----	100	100	78
Do teachers strive to improve the quality of instruction?	-----	100	85	89
Are you aware of the school goals for improving student learning?	-----	100	100	89
Is your school a safe place to work and learn?	-----	100	100	90
Does your school provide clear expectations for student behavior in the school/	-----	100	100	90
Are the rules related to behavior enforced consistently at your school?	-----	89	100	90
Are you satisfied with the development of students' computer skills at your school?	-----	86	71	86
Do you feel that this is a good school?	-----	-----	100	100

# Satisfaction Survey 2007/08

## Combined FSA - Staff and SPC Reflections

### **Student Satisfaction:**

1. What positive things can you see from the data
  - 93% feel safe at school.
  - They feel they respect differences
  - 94% say they try to do their best.
2. What caught your eye and made you wonder about?
  - Percentage of students who feel bullied went up.
3. What things can we do to address the needs or concerns?
  - The questions are confusing and wordy for the students
  - Questions need questions explained to understand what is being asked.

### **Parent Satisfaction:**

1. What positive things can you see from the data?
  - Results are very positive. Most are over 90 %
  - Parents rate increased indicating they are included in the decisions made at school.
2. What caught your eye and made you wonder about?
  - Small number of parents responding to the survey.
  - Parent response has increased indicating that they feel their child is bullied.
3. What things can we do to address needs or concerns?
  - Need a bigger sample - could it be school wide?

- Questions are hard to interpret - at school, does your child participate in activities outside of class hours.

#### Staff Satisfaction:

##### 1. What positive thing can you see from the data?

- 100% feel this is a good school.
- 100% responded that all members care about the students' well-being.

##### 2. What caught your eye and made you wonder about?

- Professional development - how was this influenced by support staff and what was offered this year?
- Can you separate the different staff/ questions.

##### 3. What things can we do to address the needs or concerns?

- Some questions are focused towards the teachers not all staff.
- The results for human and social development have decreased.