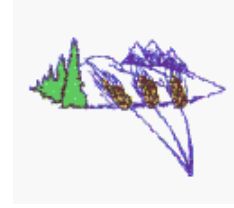


LEARNING
TOGETHER !



School Growth Plan 2009-10

DON TITUS ELEMENTARY SCHOOL

The School Planning Council:

Anja Hutgens	Parent Representative
Sophia Mattioli	Parent Representative
Connie LeBlanc	Parent Representative
Christina Morgret	Teacher Representative
Sorene Kampen	Liaison Trustee
Lauri Mason	Principal

Overview of the 2009/10 School Plan

School Mission: TO DEVELOP AN EDUCATIONAL CLIMATE THAT ENCOURAGES EACH STUDENT TO GROW ACADEMICALLY, PHYSICALLY, AND SOCIALLY TO THE BEST OF HIS OR HER ABILITY.

School Vision: Classes and programs will be organized to provide each student with appropriate challenges and a sense of achievement through successful experiences.

Students will obtain a firm foundation of basic skills in language arts, the sciences and mathematics; and will develop critical thinking, creativity, imagination and sensitivity through these and the fine arts subjects, as well as emphasis on physical activity.

Respect for self and others will be encouraged at all times.

Cooperation and understanding between the school and home is of great importance.

School Pledge: At Don Titus, we:

- Are kind
- Learn together
- Seek success
- Do our best

School Profile: Don Titus Elementary is a Kindergarten to Grade Seven School, that presently varies in population from 100 to 110 students. This will be the fifth year of an Early French Immersion Program at Don Titus.

The school enjoys active parent participation, numerous special events, and strives to meet individual student needs. The school focuses on and celebrates student achievement and student responsibility.

Summary of the Process:

- Staff members, through regular staff meetings and Professional Development days reflected on the goals of the School Growth Plan and identified effective strategies and preliminary performance targets.
- Parent input was given through the provincial satisfaction survey and at monthly school PAC meetings.

Support for the School Plan:

- **The School Planning Council**
The SPC held three meetings to consider data and the input from staff, students and parents. It supported the general agreement shown on the identification of school goals and strategies.
- **The School Staff**
Consensus was reached on the School Growth Plan during our May Professional Development Day. Additional strategies were developed and all strategies were identified and reviewed.
- **The Broader School Community**
The parents who attended regular monthly PAC meetings concurred with the identification of these specific school goals and provided some helpful comments.

School Goals/Objectives:

As a dual track school offering parents and students the choice of educational placement in either English or French Immersion it is imperative that the entire school community supports the growth of our French Immersion program (understanding the unique challenges and needs of both teachers and students) as we work together to provide the best education for all of our collective students.

Goal 1: TO FURTHER DEVELOP STUDENTS' SOCIAL RESPONSIBILITY.

Objective 1: Students will meet or exceed school and school district expectations of contributing to their classroom and community.

Goal 2: TO IMPROVE STUDENTS' READING AND WRITING PERFORMANCE.

Objective 1: Students will meet or exceed school and provincial expectations in reading.

Objective 2: Students will meet or exceed school and provincial expectations in narrative (imaginative) and technical (informational) writing.

Goal 3: TO IMPROVE STUDENTS' NUMERACY PERFORMANCE.

Objective 1: Students will meet or exceed school and provincial expectations in numeracy (concentration on problem solving).

Goal 4: TO IMPROVE STUDENT APPRECIATION OF AND ACHIEVEMENT IN FINE ARTS.

Objective 1: Students will be provided with experiences through the teaching of the curriculum (IRPs) to allow for appreciation and achievement in various forms of Fine Arts.

GOAL 1: To further develop students' social responsibility.

Rationale: This goal was identified as being key to continuing with our school community.

Objective 1: Students will meet or exceed school district and school expectations of contributing to their classroom and community.

What happened in 2008/09 – Our Conclusions:

The school community continued with our citizenship focus and positive work together through our annual Terry Fox Walk for Cancer Research, Christmas Hamper collection, Peace March, Pitch-In, Don Titus School Garden and the skipathon for Heart/Stroke Foundation Programs. The Grade 5/6/7 Class was involved in the Salmon Release Program.

On the first day of school all students and parents celebrated a School Wide Community Building Day in the school gym. All students remained together rather than being assigned to individual classes.

Classes continued their buddy reading and multi-age groupings for classroom instruction and school wide special events.

At our Monday morning assemblies, students sang Oh Canada (in English & French), and received weekly and monthly citizenship awards.

New ways of recognizing and promoting positive student behavior were implemented.

All students were taught the expectations & standards for contributing to the classroom & community throughout the school year as outlined in the BC Performance Standards.

Our Plans with this Objective:

- Intentionally build students self-confidence as all staff work with students throughout the year eg. adopt-a-student program. (Staff)

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- Intentionally teach students the expectations & standards (BCPS) of contributing to one's classroom and community. (Teachers)
- Leadership opportunities will be provided for students at school special events and through creating a students council. (Teachers)
- Continue with Roots Of Empathy Program in an assigned class. (L.Mason)
- The green team program (intermediate at risk students) will be supported & encouraged to further build student citizenship. (Grade 5/6/7 teacher, LAT)
- Continue with weekly playground citizenship awards and continue to promote positive student citizenship in new ways. (Staff/PAC)
- Continue common school citizenship activities to further community spirit and our positive work together: Terry Fox Walk, Heart / Stroke Skipathon, Peace March, collecting Christmas Hampers, Pitch-In and caring for the school garden. (Staff)
- Continue buddy reading, buddy classes and multi-age grouping of students for instruction and special events. Expansion of buddy classes for non-academic purposes eg. playing together on playground will be promoted to provide student leadership & community spirit building opportunities. (Teachers)
- Schedule multi-age House Team activities in the gym every month (last Friday afternoon of the month). (Staff)
- Implement opportunities for Don Titus students to become involved with the community's senior citizens eg. hospital / extended care visitations, Pine Valley Senior Citizens Center visitations / events. (Staff)
- Monitor student performance carefully in January and April & make adjustments as necessary. (Staff)
- Second Step Program offered in some classes. (Teachers).
- DARE Program for Grades 5 & 6 students. (Principal/Classroom Teacher, RCMP)

Goal 2: To improve students' reading and writing performance.

Rationale: Reading is foundational to students' success at our school and of critical importance to us all. We wish to continue to build on our strong results of last year.

Writing had not been a focus at Don Titus for several years. It is seen as an important compliment to our ongoing reading improvement efforts. Another year as a school goal should help to further improve these results. The staff also decided to extend writing expectations to include technical (explanatory) writing, challenging students to improve both types of writing.

Objective 1: Students will meet or exceed school and provincial expectations in reading and writing.

Objective 2: Students will meet or exceed school and provincial expectations in narrative (imaginative) writing and technical (informational) writing.

What happened in 2008/09 – Our Conclusions:

DRA / DRAT testing of Don Titus students in September/October and again in May/June shows that both primary and intermediate students have met the target of averaging one or more years in reading growth this school year.

Possible differences in aboriginal reading performance were noted with the BCPS & DRA assessments and will be analyzed further by the school staff.

Our improved performance is pleasing, but there is a strong desire to further improve student results.

Staff reviewed the 12 Best Reading Strategies from the Core 44 reading resource and were committed to using them throughout the school year with their students. Additional resources to support student reading at school were purchased. Our daily silent reading program (all students & staff quietly reading) was encouraged.

Student reading at home was promoted and the school hosted two book fairs.

Our Plans with this Objective:

- Continue to teach students the 12 best practice reading strategies from the Core 44 English & French reading resource using the same language, terms & poster information with all students. (Teachers)
- Continue with daily silent reading time, structured buddy reading and writing (each once per month). (Staff)
- Identify common, student reading instructional needs, eg: making reasonable inferences, and periodically meet as a staff to adjust plan strategies, support and resources. (Staff)

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- Provide more information to parents on reading at home eg: books to choose (current hot books), what to do when listening to your child read, what to do when reading to your child, (perhaps focusing on one skill / area each month) etc. (Teachers)
- Provide more information to parents on the range of reading level expected from students. (Teachers)
- Continue to modify our school library as funds permit, e.g.: reading / listening center, and in particular substantially add to our French Language library book collection and DRA leveled book for the intermediate grades. (Teachers)
- Continue close collaboration with our speech language pathologist to improve the pre-literacy and literacy skills of our struggling students. (LAT / Teachers)
- Review any gender and aboriginal differences in reading achievement for further action. (Staff)
- Continue multi aged reading leveled grouping of all our students for regular guided reading instruction throughout the year. (Teachers)
- Continue DRA/DRAT testing as outlined by the school district. (Teachers)
- Promote reading through challenge contests. (Teachers)
- Invite our students to become involved with visiting authors to our community and read stories on the local radio station. (Teachers)
- Continue communication / collaboration with the Chetwynd Public Library to promote reading and build the French Language book section at the public library. (Teachers)
- To clearly communicate performance standards in narrative writing to all students. (Teachers)
- To use a variety of resources and instructional strategies eg. Blended Style and Structure, writing portfolios, sparking literacy and learning strategy bank. (Teachers)
- Interim student performance results will be monitored in January & April and implementation strategies adjusted as appropriate. (Staff)
- Feature student writing in school and classroom newsletters as well as possibly reading student written stories on local radio. (Teachers)
- Feature a school-wide narrative writing activity time, 2-3 times per year. (Staff)
- Implement a public speaking contest for the school (that has a writing component). (Teachers)

- Compliment Fine Arts goal activities by having students write about their creations and themselves as an artist. (Teachers)
- Pursue professional development activities for the staff in the writing domain. (Teachers)
- Review any gender differences, also particularly focus on the achievement of our First Nations students. in writing achievement for further action.

GOAL 3: To improve students' numeracy performance.

Rationale: Numeracy had not been a goal at Don Titus for a number of years but the staff identified this as an important area as our BCPS showed minimally meeting results and our Grade 4 and Grade 7 FSA results have been lower then the district and provincial averages.

Objective 1: Students will meet or exceed school and provincial expectations in numeracy (problem solving).

What happened in 2008/09 – Our Conclusions:

Teachers used this year to analysis what specific goals needed to be addressed to plan our Math programs to meet the needs of all students.

To further develop our data teachers in Grades 2 & 3 (both in English and French) had their students complete the District Math Assessments that are currently available for those grades.

When possible classes came together to support common math themes.

Our Plans with this Objective:

- To increase numeracy (problem solving skills) with our students. (Staff)
- Have monthly numeracy problem solving contests. (Staff)
- Encourage students to work together on numeracy problem solving through once per month math buddy afternoons (modeled after reading buddies). (Teachers)
- Have teachers seek out professional development sessions in the area of numeracy. (Teachers)

- Assess students using the Grade 2 and Grade 3 Math Assessment tool (also available in French) in September and June.
- Monitor the success of all students and note any gender differences, particularly focusing on the achievement of our First Nations students. (Staff)

GOAL 4: Students will improve their appreciation of and achievement in fine arts (visual art, music, drama and dance).

Rationale: Fine arts is an area that always has strong interest from our students. Continued focus on this goal helps to meet the diverse learning styles, interests and needs of our varied student population, in order to ensure this goal is a focus Fine Arts is now being offered as the subject for teacher prep coverage.

Objective 1: Students will be provided with experiences through the teaching of the curriculum (IRPs) to allow for appreciation and achievement in various forms of Fine Arts.

What happened in 2008/09 – Our Conclusions:

Student fine arts performance was monitored throughout the year. Report card data was useful for teacher assessment of student performance.

Bulletin board displays of student visual art were evident throughout the year.

A large number of students participated in our annual lip sync contest and talent show.

We held two Fine Arts days throughout the year where students were introduced to various types of art and enjoyed this is a multi-aged grouping with support from our PAC.

Some classes were able to have guest presenters in or took part in outside of school events promoting various types of art.

Our Plans with this Objective:

- Staff will share their fine arts expertise with school colleagues in planned, collaborative professional development. (Staff)
- Creativity will be a focus for students' performance and teacher instruction. (Teachers)
- Students will be encouraged to participate in various activities and contests (students will save examples of student art for the community arts festival in the Spring). (Teachers)

- Club days, focusing on fine arts, will be held, multi-aged groups of students will participate in exciting fine arts experiences once per month. (Staff)
- Students will share their fine arts performances and products visually, at assemblies, and in buddy classes. (Teachers)
- Student fine art will be recognized on the intercom, at assemblies and in newsletters eg. a particular teacher's class is having a "fine arts attack" with an invitation to other students in the school to come and view. (Teachers)
- Teachers will choose specific fine art skills for instruction and use a variety of skill & appreciation motivation techniques. (Teachers)
- Community artists will be contracted to provide instruction and expertise to students in a selected fine arts area(s) once per term – the end of November, end of February and in May. Students will be divided into house teams to provide for smaller groups and ease of instruction for our artistic guests. (Staff)
- Community artists will be invited into the school to display / work at their art in a fine arts showcase. (School PAC)
- Interim student performance results will be monitored in January & April and implementation strategies adjusted as appropriate. (Staff)

Targets 2008/09:

Goal 1: Social Responsibility

- 88 % K-7 Students meeting or exceeding BCPS.
- 97 % Grade 4-7 Students meeting or exceeding BCPS (self assessment).
- 87% Grade K-7 Students involved in extra curricular activities.

Goal 2: Reading & Writing

- Grade 1-7 Students 1 Year Reading Growth (DRA/DRAT levels).
- 89% Grade 1-3 Students meeting or exceeding BCPS.
- 84% Grade 4-7 Students meeting or exceeding BCPS.
- 80% Grade 4 Students meeting or exceeding FSA results.
- 80% Grade 7 Students meeting or exceeding FSA results.

- 77% Grade 1-7 Students meeting or exceeding BCPS for writing.
- 79% Grade 4 Students meeting or exceeding FSA results.
- 92% Grade 7 Students meeting or exceeding FSA results.

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77% Grade 2-7 Students meeting or exceeding school based goals.

*EFI student results will be reflected for reading (Grade 3 DRA) & writing.

Goal 3: Numeracy

Developed in September based upon year end assessments and staffing ...

*75 % Grade 2-3 Students meeting or exceeding Math Assessment.

*75% Grade K-7 Students meeting or exceeding BCPS for math.

*75% Grade 4 & 7 Students meeting or exceeding FSA results.

Goal 4: Fine Arts

Developed in September based on new staffing ...

*75% Grade K-7 students actively engaged in Fine Arts Activities.

Targets 2009/2010:

All targets will be maintained for the 2009/2010 to reflect the positive achievement this year.

As there are again staffing changes and we continue to incorporate our French Immersion programs (Grade K-5) targets will be further developed as staff meet and plan during our September curriculum implementation day.

Fine Arts targets will be further developed as the Grade K-7 program is designed by the prep teacher for school coverage (L.Mason).

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