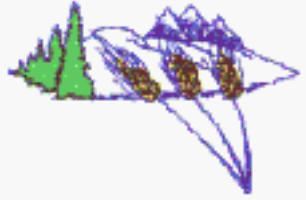


2009-2010
McLeod Elementary School Plan
Overview



The School Planning Council (SPC)

Teacher:

Trustee: Judy Clavier

Parents:

Principal: Danyell Dutka

**Election for parent representatives for 2009-2010 occur at the Sept. '09 PAC meeting*

The SPC represents all members of the school community including staff, parents, and students. The SPC oversees the plan itself and monitors progress.

The work that is represented in the plan is the daily and ongoing assessment, decision-making, planning, instruction, and evaluation by the instructional staff. There is a big picture of student learning and success at McLeod. This plan is a collective focus on just a few places where some key strategies are expected to impact results.

THE GOALS

What do we want to accomplish?

Our School Mission is to provide a community with a passion for learning, cultivated by understanding and consistent achievement.

Goal 1: To improve students' performance in literacy with a focus on reading and writing at all grade levels.

Objective 1: To show growth for every students' reading ability, with a focus on students with IEP's and those just below grade level expectations.

Objective 2: To increase comprehension by focusing on reading for meaning and making connections.

Goal 2: Students will demonstrate socially responsibility behaviour by exercising good work habits, contributing to the classroom and school community; and solving problems in peaceful ways.

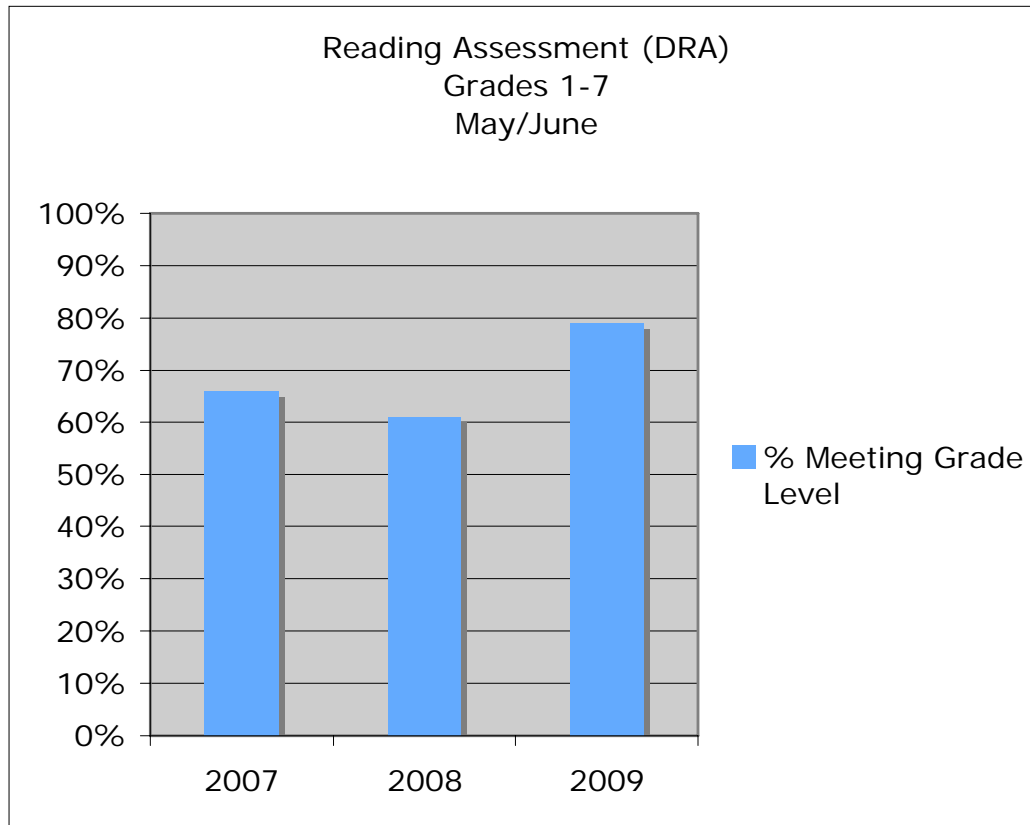
Objective 1: To increase the appreciation, supporting and complimenting of others.

Objective 2: To increase students cooperation skills within group settings.

GOAL 1: LITERACY

WHAT OUR STUDENT DATA TOLD US

ONE SOURCE OF DATA: DRA RESULTS MAY/JUNE



A key measure of student performance is the district wide reading assessment (DRA). We also looked at other sources of classroom, school, district, and provincial data including teacher assessments of reading and writing using BC Performance Standards, classroom assessments, & provincial exam results (for students in grade 4 and 7).

STRATEGIES:

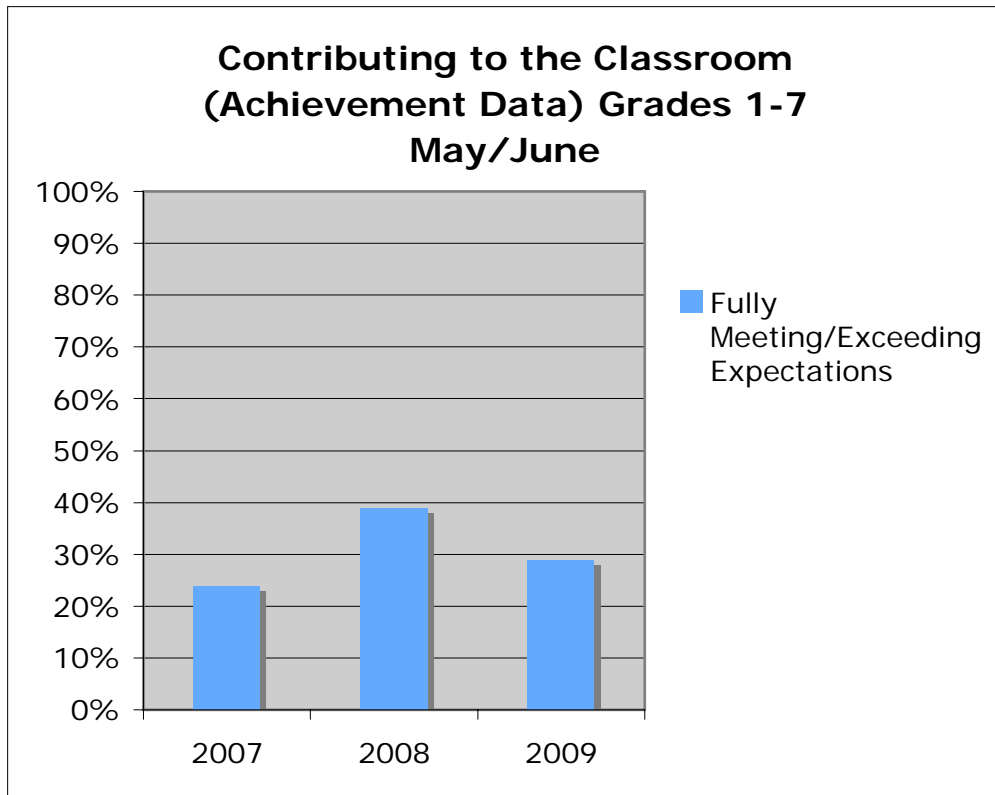
- Use classroom support aides to monitor classroom, while teachers provide small group instruction for reading.
- Provide specific instruction and strategies around reading for meaning and making connections.
- Apply Assessment For Learning strategies (providing students with the learning intentions and visual examples of quality work and criteria) so students are aware of and will monitor their own learning.

Target for June 2010: Show a years growth in every child's reading level.

GOAL 2: SOCIAL RESPONSIBILITY

WHAT OUR STUDENT DATA TOLD US

ONE SOURCE OF DATA: ACHIEVEMENT DATA – MAY/JUNE



A key measure of student performance is the district wide Achievement Data. We also looked at other sources of classroom, school, district, and provincial data to identify students that are fully meeting or exceeding expectations.

STRATEGIES:

- Build rubrics with students around social responsibility strands (work habits, cooperative groups, contributing to the classroom, solving problems peacefully, and appreciating and supporting others).
- Continue with Character Traits and recognition at assemblies; have a focus for each month.
- Provide new resources for staff and literature for children.
- Make visuals of rubrics and expectations to display school-wide.

Target for June 2010: 50% of our students will be fully meeting or exceeding expectations using the BC Performance Standards for Contributing to School and Classroom Community.

Rationale

This path we are currently on with our school goals started two years ago. There was concern brought forward from staff about the difficulty to provide specific instruction to students whom are considered “slow learners” and to those whom are on IEP’S (Individual Education Plan). Also, there was concern from parents that we need to help those students whom are at risk. We found that many of the parents did not understand the IEP process and what it meant. Plus, we were hearing from parents that they could not help his/her child at home because the child would not read with them.

So, last year we provided two informational nights for parents. We provided an informational meeting for all parents about IEP’s and in April we held a Parent Night around literacy.

The staff met with district staff to review, collaborate, and develop more specific IEP’s. A meeting was scheduled for every child on an IEP, with the parents, teacher, principal and sometimes the child, to review the child’s file and IEP. We also increased support staff hours to specifically help within the classrooms during Language Arts time so the teacher could provide one-on-one or small group instruction for reading.

The results were amazing. The informational nights were well attended and positive feedback was received. The reading results show an increase from 61% to 79% of students meeting his/her grade level expectations for reading. All students on IEP’s have increased his/her reading levels. Of the students on IEP’s, 50% have met and in fact, exceeded his/her target. Of the students that we were closely monitoring, 86% of them have met or exceeded his/her reading goal. The teachers have noticed that having the support staff member in the classroom during guided reading time has greatly helped with managing the rest of the classroom during small group instruction. It has put a focus on providing specific instruction, several times a week, to the children in the lowest reading groups. This year there has been a dramatic increase in the reading level of the primary children. Plus, the staff and parents have noticed an increase in children wanting to read. A recent survey shows that 56% intermediate and 39% primary students enjoy reading “most times” or “always”. Students (84%) prefer small group instruction rather than whole class instruction. The top reasons for intermediate students to want to read more is because of a better selection of books in library and the recent improvements made to the library. The primary students want to read more because of the library reading program and because reading is valued at home.

Literacy and Social Responsibility continue to be our goals for the School Growth Plan. We continue to see improvements in students’ reading and writing skills; however, we want to keep focusing on literacy as it impacts all other areas of the curriculum and has important applications in the world beyond school. Building strong foundations in communication skills will provide a basis for continued student success after leaving McLeod Elementary. Social Responsibility is valued by staff and parents and it must be taught and reviewed on a regular basis in order for the students to display the positive attributes.

Our focus this year is to bring Assessment For Learning strategies into each classroom, with a focus on literacy and social responsibility. One strategy is to display the “Learning Intentions” for a specific unit, week, or lesson. This is to make students aware of exactly what learning the teacher is expecting. Another strategy we would like to implement is to have “Visual Criteria” for specific expectations or assignments. This may even include having student input into making the class or school criteria. Making students involved in making the criteria for an assignment or project will help them take ownership of their learning and give them something to compare their work to.

We have experienced some very positive shifts in our school due to a commitment by staff, parents and students working together to have McLeod Elementary recognized as a welcoming, happy, and safe environment where student achievement is encouraged. Together, we will continue to put the needs of our students first and make a commitment to learning. We will share in their learning and celebrate the success of every student.