

School Plan

2009 - 10

PARKHILL Elementary School

The School Planning Council:

_____ Elaine Fitzpatrick, Teacher Representative

_____ April Oates, Parent Representative

_____ Edda Berthold, Parent Representative

_____ Sharlene Hommy, Parent Representative

_____ Mike Readman, Principal

_____ Wayne Ezeard, Liaison Trustee

Overview of the 2008/09 School Plan

School Mission:

We will work together to build a secure, supportive community, fostering personal growth and integrity.

School Profile

Our school serves a neighbourhood of many apartments and single-family dwellings. There are fewer numbers of middle class families than families below the poverty line in the school. Over one half of the pupils are of Aboriginal ancestry.

Our school is unique by the clients we serve. Many of our students live in generational poverty, and our families move a great deal. We find that our students have often attended many schools early in their careers. As such, many of our students arrive in Kindergarten without having experienced a variety of activities. Our students also have many discipline concerns that make working in a classroom difficult. This past year our students have dealt with a dramatic increase in economic stress and job loss, which has manifested itself in family restructuring and relationship breakups. We have worked very hard to build positive relationships with the parents of the children who attend Parkhill. Our goal is to build a climate where learning can occur.

School Goals/Objectives:

Goal 1: To improve the performance of students in reading.

Objective 1: Students will use a variety of reading strategies across the curriculum.

Objective 2: Students will apply guided reading strategies to read with greater comprehension, using higher level thinking skills.

Objective 3: Students will use all three reading cues through the development, practice, use, and internalization of the structure and meaning of language.

Goal 2: To improve the student's ability to use and understand words in order to improve their language processing skills.

Objective 1: To provide students with relevant, (practical), real life, hands on experiences under the guidance of an experienced language user.

Objective 2: To improve the students ability to process and store information in an efficient manner.

Goal 3: To improve the performance in Numeracy.

Objective 1: Students will develop stronger basic skills so as to make Math relevant and applicable in their daily life.

Objective 2: Students will solve problems following a specific plan.

Building Capacity - School-Community Development

Goal 4: To build positive relationships with students and their parents.

Objective 1: Students will attend, and be on time, on a consistent basis.

Objective 2: Students will demonstrate social responsibility by following the qualities outlined in the school's 4R program both in school and in the community.

Summary of the Process

The Consultative Process

Describe the sequence of activities or steps in the process that led to the development of this School Plan. Who was involved?

- May 15/09 – Staff used N.I. Day to update School Plan
- May 27/09 - Goals presented at PAC and SPC Meetings
- June 1/09 – Discussed at staff meeting

Consultation with the Broader Community

How did the School or SPC consult with the parents or the broader community?

- This year's growth plan was discussed at PAC meetings that were held before the SPC meetings. Information that is discussed at SPC meetings is always presented at the next PAC meeting.

Support for the School Plan

The School Planning Council

- Proposal was approved on May 27, 2009

The School Staff

- Our plan was approved unanimously on June 1, 2009.

The Broader School Community

- Our plan was shared at a PAC meeting on June 24, 2009

GOAL 1: To improve the performance of students in reading.

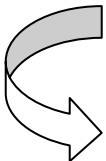
Rationale:

- Assists students achieve provincial outcomes.
- Students' performance on the grade 4 FSA tests demonstrated a large percentage were not meeting expectations.
- Aboriginal students' performance on grade four FSA tests was consistently lower.
- Students' performance on district DRA data demonstrated fewer percentage were meeting expectations.
- Aboriginal students' performance on the DRA was consistently lower.
- Students' performance on district Achievement Data demonstrated fewer percentage were meeting expectations
- Aboriginal students' performance using Achievement Data was consistently lower.
- Aboriginal students' performance on grade four FSA tests was consistently lower.
- Female aboriginal students performance on grade four FSA is slightly higher than male aboriginal performance.
- Many of our students have impoverished literacy experience.
- Many of our students have impoverished language experience.
- Comprehension of many of our students is weak due to a lack of experience, and lack of vocabulary.
- Kindergarten screening demonstrates our students come to school with fewer literacy skills.
- Assists student's enjoyment of recreational reading throughout their lives.

Objective 1: Students will use a variety of reading strategies across the curriculum.

See Data Page

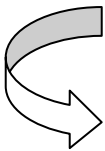
Goal 1



What happened in 2008 - 09 – Our conclusions

- All classrooms follow the principles of Guided Reading.
- Attendance and behaviour was an issue this year, in part due to a major change in staff (new teacher, new L.A. teacher, new principal)
- Increase in behaviour issues also due to personal family instability
- Guided Reading occurred at least 4 times a week in individual classrooms.
- Language Development activities occurred on a regular basis.
- Saw a steady increase and a steady excitement in wanting to read.
- Excited about the growth - students are feeling better about their reading and are therefore more willing to participate. ("I'm a reader!" Gr. 1 student)

- Many students have started to read at quiet reading time.
- Students are moving from picture books to chapter books in upper grades
- The PAWS program did not see as much participation as in previous years.
- Experiential Language development activities were provided for students.
- Students enjoyed and benefited from Language activities, as evidenced by their success in other subject areas.
- Lindy Henney was here in September and provided classroom support and resources as needed.
- Teachers did some analysis of running records and would like to do it more formally and consistently.
- PAWS program faltered, grandparent reading program did not happen, and our big buddies need to be better trained.



Goal 1

Our Plans with this Objective

- All Teachers will continue improving their knowledge of Guided Reading
 - Need to ask District Support Teachers to come in
 - All teachers need to include teaching students HOW to read, not just comprehension
- Understanding that Guided Reading is looking at where a student is at, and teaching based on their needs.
- Teachers will analyze running records on a daily basis by systematically collecting data on the reading cues each student uses during Running Records. (meaning, phonemic, visual)
- As a school we will continue School Wide Guided Reading, including all teachers specifically teaching reading strategies. (Reading 44)
- School Wide Guided Reading will be more classroom-based and occur every day with LA support.
- If possible, Kindergarten students who are at risk will be allowed to come full time.
- All professional staff, including Learning Assistance will provide ongoing support in the implementation of Guided Reading.
- Inservice will be provided on Guided Reading planning and lessons. This will ensure we are all doing the same thing.
- If possible, plan for a school-wide reading incentive program.
 - Need to encourage intermediate students to be more involved.
 - Need to find a way to help students that do not have a strong family support.
- All teachers will continue to administer the DRA/DRAT three times each year.
- “Little Buddy” program will continue to provide early intervention for our younger students entering our school.
- All classes will continue with silent / buddy reading activities.

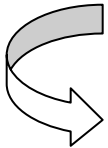
GOAL 2: To improve the student's ability to use and understand words in order to improve their language processing skills.

Rationale:

- Students need to be good oral language users in order to be good at reading and writing
- Data related to reading and writing on the achieve data, FSA and DRA/DRAT
- Students come to school with impoverished language experience which translates into fewer and weaker literacy skills
- Research indicates that sometimes behavior problems stem from student's inability to understand and communicate effectively
- Students learn language best when it is presented in themes
- Research shows that the strongest indicator of reading success is having language experiences and strong phonological awareness
- Students are not making connections between

Objective 1: To provide students with relevant, (practical), real life, hands on experiences under the guidance of an experienced language user.

Data: see teachers for their data (foundation)



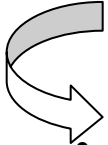
Our Plans with this Objective

- Continue to improve our knowledge and skill on how to teach language
- All professional staff, including Learning Assistance will provide ongoing support in the implementation of Language.
- Inservice will be provided on Language planning and lessons. This will ensure we are all doing the same thing.
- Develop a library of resources
 - This includes Brain based research so we can learn how the environment our students are in affects how their brain works. We can then plan strategies for improvements.
- Continue school wide themes and language centers
- Continue to provide real life experiences within the community
- Connect themes to literacy through school wide read-a-louds
- Plan language activities as a whole staff
- Use fewer themes, but stay on them longer so make sure the *layers* of language are understood.
- Themes will be functional that relate to students' lives, or are in early books.
 - Need to be clear on exactly what is it we want our students to learn

- Improve the procedure for collecting and reporting data

Objective 2: To improve the students ability to process and store information in an efficient manner.

Data: see teachers for what data has been collected.



Our Plans with this Objective

- Continue teaching language through the selection of meaningful, relevant themes in each classroom
- Language will be taught at the level the students are at.
 - Explore activities for interventions to help students get caught up.
 - Explore finding adults to model language for younger students as they play (teachers and support staff)
- Build and expand experiences within the theme
- Target specific processing skills such as labeling, functions, associations, categorizations, similarities, differences, multiple meanings and attributes.
- Focus on Reading as understanding sounds
- Continue working with teachers from Crescent Park on Language Foundation
- Discover, discuss and use new information in safe, non-threatening environment that values their contributions (connected to the Relationship goal)
- Language Processing Screen Tool will be used to collect baseline data for each class.

GOAL 3: To improve the performance of students in Numeracy.

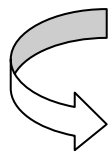
Rationale:

- Students' performance on the grade 4 FSA tests demonstrated a large percentage were not meeting expectations.
- Aboriginal students' performance on grade four FSA tests was consistently lower
- District Achievement data demonstrates fewer students were meeting expectations than the District average.
- District Achievement data demonstrates Aboriginal students' performance was consistently lower than District average.
- Many of our students, especially in Kindergarten, come to school with impoverished numeracy experience.
- Many of our students come to school without having experienced choice activities. (affects Problem Solving)
- Many of our students do not have conservation of numbers.
- Kindergarten screening demonstrates our students come to school with fewer numeracy skills.
- Prepares students for further education and/or employment
- Report card comments indicate this is a concern for teachers.
- District Initiatives support this goal.

Objective 1: Students will develop stronger basic skills so as to make Math relevant and applicable in their daily life.

See Data Page

Goal 3: Objective 1

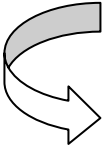


What happened in 2007 - 08 – Our conclusions

- A store was set up in the school.
- Power of Ten materials were used.
- Exploring centres were used in classrooms.
- Math was integrated with other subject areas.
- Language Development activities were included.
- Some staff attended Power of Ten presentations.
- Guided Math was started in classrooms.

- There was a greater awareness of the importance of conservation of numbers.

Goal 3: Objective 1

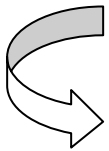


Our Plans with this Objective

- School wide focus on Conservation of Numbers
- Specifically teach the *Language* of Math
- Teachers will teach concepts in different ways (ie Multiple Intelligences)
- Staff will decide what to work on at each grade level to make Math relevant and applicable in the students' daily life.
- Math activities will revolve around money. (Real Math within classrooms)
- Guided Math groups will be set up that will focus on specific skills within classrooms.
- Focus Units (Every class will work on a specific topic such as Place Value, Number Concepts, etc.)
- We will look at having multi-age groups working on some units.
- Work within school schedule to allow for meeting individual needs.

Objective 2: Students will solve problems following a specific plan.

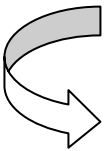
Goal 3: Objective 2



What happened in 2007 - 08 – Our conclusions

- Individual classrooms did problem of the week.
- Students did real life problem solving anytime something came up.
- Classes didn't follow a specific plan due to time, staff changes, and focusing on language development.

Goal 3: Objective 2



Our Plans with this Objective

- Each classroom will use "The Problem Solver" appropriate for each grade
- Teach the language of Mathematics
- Use Real Life problems at the student's level
- Explore the possibility of School-Wide Guided Math Groups.

- Hold a “Problem of the Week” Contest, which will focus on areas worked on in classrooms.

School – Community Development

GOAL 4: To build positive relationships with students and their parents.

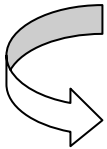
Rationale:

- Relationships are at the heart of an Inclusive School.
- Some students lack the confidence to speak in class/school.
- Students need a safe place to share their thoughts.
- Students need to know that their ideas are valued
- Schools are important places for children to develop friendships and learn social skills.

Objective 1: All staff will intentionally build relationships with students in the school.

Objective 2: Staff will intentionally build relationships with the parents of students in the classroom they are working in.

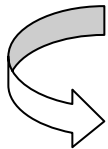
School – Community Goal: Objective 1



What happened in 2007 - 08 – Our conclusions

- Mentoring groups is a good idea – need to work more on relationships, not just an activity afternoon
- Needs to be intentional relationship building
- Is making a difference – students are more willing to accept help from mentor
- Seen a positive affect from having all students in Library
- Playground supervision is a positive time to continue building relationships
- Important to have consistent staff from year to year
- Staff seeing positive results when making contact in the community

School – Community Goal: Objective 1

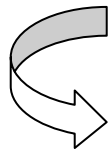


Our Plans with this Objective

- Each staff member will mentor a group of students for as long as they, or the student, are in the school.

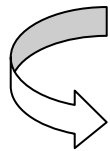
- Need to plan/meet with all staff so that everyone is on the same page
- Groups will get together once per week for fun activities
- Staff members initiate talking to ALL students whenever they see them during the day.
 - Use of eye contact is important
- Staff members will show a personal interest in activities their group of students participates in.
- Staff members will make sure they end each day with a positive interaction with students.
- Develop a Leadership Group.
- Continue with school-wide, multi-age days.
- All classes welcome students in a positive manner, regardless of when they arrive.
- Aboriginal students with 95% attendance are recognized at District Aboriginal Day.
- Continue with Year End awards for Perfect, Excellent, and Improved attendance.

School – Community Goal: Objective 2



What happened in 2007 - 08 – Our conclusions

- All staff have attempted to make contact with parents of students in their classrooms



School – Community Goal: Objective 2

Our Plans with this Objective

- Deliver newsletters to our neighbours.
- Acknowledge neighbours who contribute to the safety and well being of our school.
- The intervention worker will continue bringing parents into the school to prepare food, socialize with each other, and help around the school. This increases parent involvement.
- We will also continue our open house/breakfast at the beginning of the year, Christmas lunch, and grade seven potluck at the end of the year.
- We will continuously look for opportunities to invite the community into the school.
 - ie. A spring BBQ
- Connections will be made with parents as they attend Strong Start
- Staff members will be aware of activities in the community and will speak about them with parents where appropriate.
- All meetings with parents will begin with a “check-in.” (Time to talk about issues other than their child’s education/behaviour)
- The Principal will continue to attend all Parkhill Community meetings to give and receive information on programs/activities that would be beneficial to both the school and community. He will then report back to the staff, and everyone will explore ways to help such programs/activities be successful.
- This will be regular topic at all staff meetings so staff can share positive experiences and challenges.

Parkhill Elementary School
2009-10 School Plan

- Examine ways to get our parents/preschoolers involved in the school and Strong Start