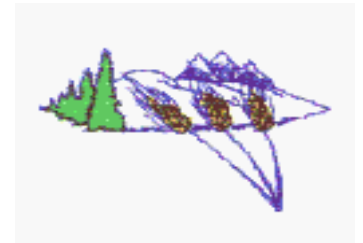




## 2009-2010 Parkland Elementary School Achievement Plan



### School Planning Council (SPC)

Collaborative Input - Teachers

Parent Reps - Kristie Wallace, Lori Peterat and Denise Paulin

Teacher Rep - Terry Dechief

Principal - Diana Lindstrom

Liaison Trustee - Judy Clavier

\*Election for parent representatives for 2009-10 to occur at the Fall 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 of Parkland. There is a big picture of student learning and success at Parkland. This plan is a collective focus on just a few places where some key strategies are expected to impact results.

### OUR GOALS

**What do we want to accomplish?**

**School Mission:** *Students, parents, community and staff working and learning together in a safe, caring environment, enabling students to become positive, responsible, lifelong learners.*

#### **GOAL 1:** Increase student performance in Literacy

Objective 1: Improve students' skills in oral language

Objective 2: Improve students' skills in writing with a focus on form and meaning

#### **GOAL 2:** Empower students to be positive contributors to their communities

Objective 1: Improve students' interaction and contribution skills

Objective 2: Demonstrate awareness of community through global and local participation

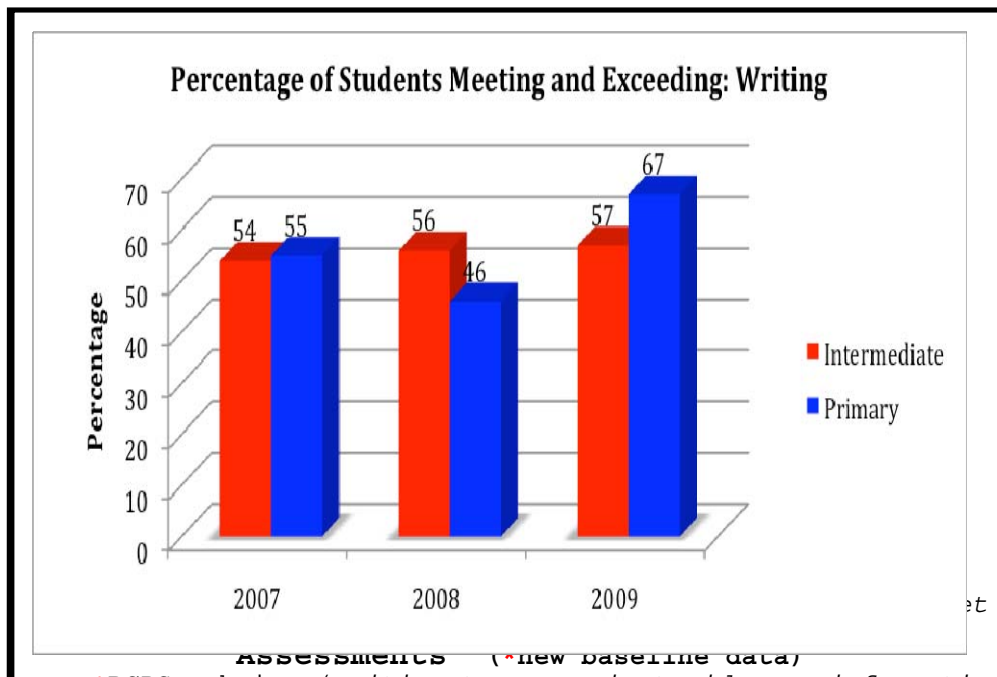
## GOAL 1: LITERACY

### **Rationale**

Areas of concern are the ability to confidently write with purpose and to write clearly in order to communicate ideas and information using details. We want to focus more on the literacy skills needed to write for understanding and to write with full form (beginning, middle, ending). Not only do we have reluctant writers, we have students that need further oral language development. We want our students to purposefully engage and exchange ideas with a repertoire of vocabulary. We want them to interact purposefully and appropriately to analyze and share ideas and opinions through speaking and listening. We also have a need for our students to use language to help establish and maintain relationships within the school community and to value and support others. We encourage our students to be literate writers, thinkers and speakers.

### **WHAT OUR STUDENT DATA TELLS US**

ONE SOURCE: DISTRICT ACHIEVEMENT DATA 2007-2009



2009-2010  
Target groups:  
Grades 2, 3, 5, and 7

### **Performance Targets**

Primary - 70%  
Interm - 60%

\*Data details for grades (targets & results) available upon request

et or exceed

- \*BCPS rubrics (writing to communicate ideas & information) with focus on Meaning & Form
- \*Oral Language rubrics (purposes, strategies, thinking, features)
- Teacher authentic/term 2 (\*speaking/writing for primary; writing for intermediate) RC marks
- District Achieve data (read/write)

### **Strategies planned**

- Great Leaps Reading program
- Six Traits of Writing
- Talking Tables program (oral development for early primary)
- Oral Language rubrics
- BCPS rubrics for writing (purposeful teaching, modeling, assessing)
- Teaching intermediate students to be Reading Coaches for primary buddies (reading strategies/prompts) Daun Newman/Lindy Henney
- School-wide Guided Reading
- AFL ideas & strategies
- District Literacy support teacher, Lindy Henney, with classes/staff

## GOAL 2: HEALTH & WELLNESS

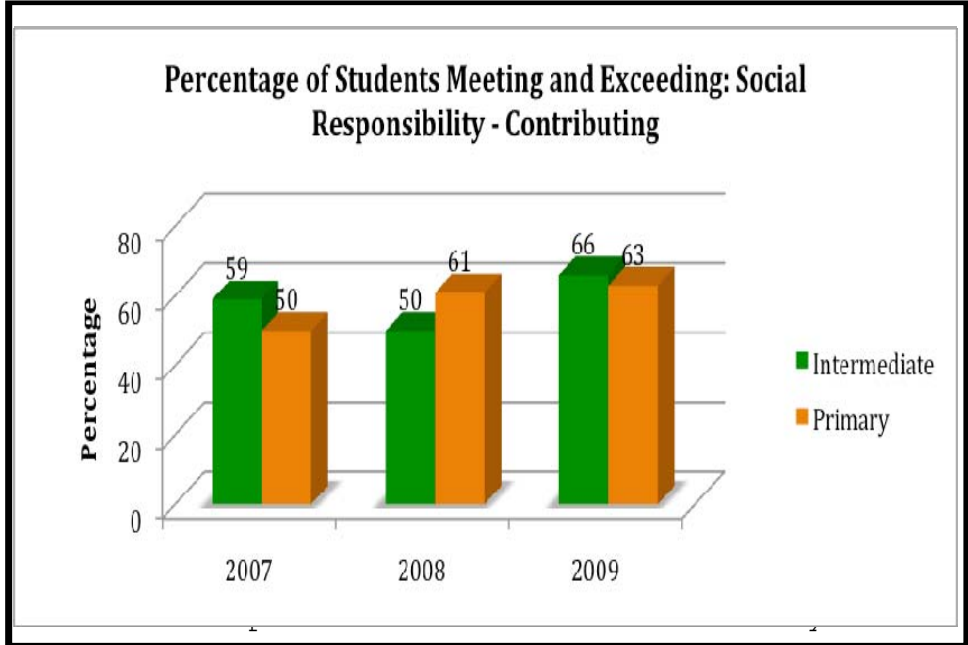
### **Rationale**

Parents, students and staff value the positive climate in the school, and it is imperative that we continue to work to make it better. We notice there is a continuous need for a social responsibility focus with our students regarding how they interact with their peers and how they contribute positively to their school community. We want all our students to purposefully engage in respectful talk and friendly conversation in

order to build healthy relationships and, in turn, value and support each other. Our students are good ambassadors of Parkland and do rise to the occasion when expected to. We want to challenge them to purposefully engage in activities that raise school spirit and to participate in efforts that cause them to be more community minded. We encourage our students to be considerate of each other and to play an active role in making positive differences in their communities.

**WHAT OUR STUDENT DATA TELLS US**

ONE SOURCE: DISTRICT ACHIEVEMENT DATA 2007-2009



2009-2010  
**Target groups:**  
 Grades 2, 4, 5  
 and 7

**Performance targets**

Primary - 70%  
 Intern - 70%

\*Data details for grades (targets & results) available upon request

exceed

**Assessments (\*new baseline data)**

- \*BCPS rubrics (contributing to classroom & community/valuing diversity) term 1
- Teacher authentic/term 2 (\*social responsibility) RC marks using BCPS rubrics
- District Achieve data (contributing/solving problems)
- Satisfaction Survey (\*Respecting people who are different from self) April

**Strategies planned**

- Friends For Life program with grade 3,4,5 class (pro-social/friendship skills)
- The Virtues program (character building/creating culture of character)
- Continue character focus each month (NEW~ we recognize all who demonstrated monthly virtue)
- Student leadership opportunities - Continue Restorative Practices
- Me to We Day/Free the Children program (youth-led actions in local/international efforts)
- BCPS rubrics for social responsibility (purposeful teaching, modeling, assessing)
- School-wide activities (team-building, peer coaching, house teams,
- District Counselor & Intervention worker with students/classes/staff
- Focus on teaching, recognizing 'respectful talk' (what, why, how)



**OUR STORY**  
 "Home of the Polars"

Parkland is a rural school with over 70 students in three

multi-grade classes from Kindergarten to Grade 7. It is a community school that serves five rural areas and all our students are bussed. One of the greatest strengths of this school is the strong sense of community and the involvement of parents. Our PAC sponsored *Transition to Kindergarten Program* is also a key component of the school, and many kindergarten students come well prepared for school. Our staff is experienced and committed to using best practice and make every effort to know all of the students. They also work hard at providing programs and activities to meet the needs of all students academically, emotionally and socially.




Our students are friendly, strive to meet high expectations and often rise to the occasion as a group. Our peer leadership program continues to thrive as our intermediate students take on leadership roles within the school helping as reading buddies, running morning announcements, helping with the hot lunch program and being conflict managers. As well, our older students provide support during recess and lunch to our primary students, along with coordinating assemblies and other special presentations.

At our school, we have a high presence of parents who volunteer their time in classrooms. Our parents not only run our weekly hot lunch program, they help to coordinate special events and supervise outdoor trips.

We have excellent attendance at our open house, teacher interviews and performances. Our Parent Advisory Council meets monthly, while our School Planning Council meets once each term. We have a dedicated PAC, which is well supported by the rest of our parents when specific jobs and activities are planned. Parkland parents are committed to making our school the best place for their children, and to that end support our learning initiatives and school activities.

## **School Vision**

*Our school will be a place where..*

-  *The best aspects of human nature are nurtured*
-  *Our learning will be creative, thoughtful and motivated*
-  *All individuals will maximize their potential ☺*