

*2009-2010 School Growth Plan
for
Sechelt Elementary*

A. Setting Directions

Goal No. 1 (A strong instructional focus for improving student learning.)

To increase the performance of our most vulnerable students in reading.

Objectives (To address achievement for all students.)

1. To increase the number of students who receive 3's, C's and above
2. To show continued growth in reading over the year(s) for our students using PM benchmarks or Dart assessments

Rationale (A thorough and connected set of reasons **based on evidence** for the selection of student achievement goals.)

There are approximately 30% of the students who are not yet meeting, approaching or receiving a C- in language arts as of the second report card in 2009. This year was the first year the whole school did either a PM benchmark or Dart. The final results and growth will be collected as of the end of May beginning of June. Next year we will have growth over all for the school and individual growth.

Data (At least three sources of evidence including classroom, school and district/provincial data.)

Dart / PM Benchmarks – gr. 1 to 7
FSA for 4 and 7
NWEA – gr. 2 to 7
Class grades – K to 7
Kindergarten assessment – Fall and Spring

B. Organizing for Improvement

Strategies: Goal 1 (A well organized, focused improvement plan with a blend of research, best practice, and innovative thinking.)

Use of Adrienne Gear strategies to teach reading
Guided Reading Groups
Use of the reading teacher this year – 6 week blocks of time to do reading groups or individuals – this was shared with another school. This worked well for the students involved.
Assessment for Learning strategies introduced and developed
Buddy Reading
Janine Reid / Susan Augustyn – writing through reading
Fast ForWord
Reading incentives to encourage home reading
Fun Days Related to Literature

Structures (Aligned structures - resources, time, organizations - to achieve results.)

Time given to teachers to collaborate – assemblies taken by principal
Principal/ SETA's (special ed teacher depending on FTE) taking a group for guided reading. (if possible next year)
Purchased Reading Power (Adrienne Gear) –Fiction and Nonfiction
Resources purchased for grades 4 to 7 this year - Pearson
Guided Reading books purchased previously for K - 3
School Wide binder with student records so we have one place to keep tests and records from year to year
TOC time given for teachers to collaborate on assessments or Principal to take class.
Volunteer Readers from the community coming to the school weekly
Use of Aboriginal Educator to support students in reading on her flex days

Coherence / Alignment (Connection between school and district goals; connections with other schools.)

District Goal – Literacy

C. Building Learning Communities

Dialogue and Communication

(Promotion of dialogue about student achievement and progress on goals.)

Time is given at staff meetings and on professional development days to discuss reading and our goal. What is working, what needs to be improved, ways to support.

Individuals are working together on the dart and pm benchmarks to develop better understanding and proficiency with the assessments. Bev Craig is supporting classes in actual assessments and discussions after the assessments

Parent Involvement

(Working with parents, including specific groups of parents, on improving student learning.)

Reading is discussed at all parent interviews and continued parent involvement is encouraged

Home reading programs are available in all classrooms.

Leadership (Principals, vice-principals, teacher, parent and student leadership is encouraged and systematically developed - with a focus on improving student learning.)

Students have shown great leadership throughout the year to build school climate and to make the school a fun place to be. This helps our learning environment.

Staff take leadership roles in sharing ideas amongst themselves as well as attending workshops and sharing the information.

Staff have worked with Bev Craig this year to develop a school wide assessment program.

Parents know the value of a good library and have allotted funds to the library.

D. Achieving Results (please indicate trends over time)

Results (Monitor key areas of student achievement and make adjustments to improve.)

We continue to work on gathering and using the data in an efficient and useful manner. Guided Reading was implemented last year in primary 4 days a week and the staff saw a benefit to the students. We increased to some intermediate students ranging from 2 to 4 times a week this year. We need to gather the data over a number of years to see the overall and individual progress.

Sechelt has 25% of the population in a special needs category. Next year we need to pull out this data and see how this impacts our results. What would the percentage be with no students with special needs taken into consideration? This year students on completely modified programs were not part of the statistics.

The aboriginal and male/female split for students needing support are within the expected range.

This year we are losing approximately 20% of our population. We need to monitor to see how this impacts us.

Statistically we are the most vulnerable school on the coast.

Breakfast and lunch programs are a necessity for many of our children.