



GRIEF POINT ELEMENTARY SCHOOL

6960 Quesnel Street,
Powell River, BC, V8A 1J2

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2008/06/11

IMPROVEMENT PLAN

2008 - 2009

Context:

The Grief Point Team (staff members, along with members of SPC and PAC) continues to feel a strong commitment to providing a safe learning environment for all students, as it is the foundation of their work with curricular goals. This ongoing focus on social responsibility has been positive, and the team is committed to continuing the work in this area; they agree that this focus will help emphasize the positive aspects of the school, and refine areas which still require more attention. Staff members and the SPC/PAC have decided to implement a new goal that both focuses on environmental studies, incorporating sections from the current IRP's, and connects well with the social responsibility goal.

Demographics:

The school population has decreased from 377 students in 2006/2007 to 363 during the 2007/08 school year; unfortunately, the initial surge in enrolment in the 2004/2005 year, caused by the return of the grade sevens to elementary school, has been eroded by the fact that the annual intake of kindergartners is only two-thirds that of the grade seven exodus to middle school. While decreased district enrolment in the past did not affect this school very much—situated, as it is, within the popular Grief Point/Westview area, therefore keeping the student population reasonably stable--the rising cost of housing in this part of Powell River is fast making it prohibitive for many families, faced with a loss or lack of steady employment. (Our pulp mill has changed ownership several times during the past 15 years, and with each successive *reinvention of itself*, due to increased dependence on technology, the mill has continued to lay off many of its younger employees--that is, young parents of elementary-aged students--forcing many families to move to more-affordable housing areas in this small and isolated city, or to seek employment elsewhere.)

FSA achievement averages in reading, writing, and math are, for the most part, above district and provincial averages. Data from the 2006/2007 school year shows a male-student population of 53%, with a relatively low percentage of students with special needs (6%) and of First Nations Ancestry (1%).

Unique Characteristics and School Strengths:

1. **Opportunities for community-building:** buddy-reading programmes; multi-age activities; student-leadership programmes for grades four to seven, such as the Grade K/2/3 Environmental Pilot Programme; Grade K and 7 Lang Creek Project (Hatchery Tour); Grade 7 *Kiss and Ride* Safety Programme; Emma's Light Supporters; Visual Artists in the Classrooms (Ms. Lee McKenzie, Mr. Shaun Frank, Ms. Katherine McLean, & Mr. Richard Benson); PAC's Harlem Ambassadors Event; PAC's Movie Night and several annual events, such as Grade 4 Sliammon Day, End-of-Year Beach Days, Choir and Band Community (and Out-of-District) Tours; Grade 4 Forestry Walk; Grade 3 Archaeological Dig in Courtenay; Grade 7 Archaeological Dig in Sliammon; Grade 4 Destination Imagination (in-town & out-of-town championships); Grade 7 Team-Building Trip to Haywire Bay; Grade 5-7 School Sports Teams; Earth Day; Aboriginal Day; Fun Day; Terry Fox Day; Jump Rope for Heart Day; and the Strawberry Tea (Parent-Appreciation Tea at end of year).
2. **School Culture:** a sense of community, socially responsible members, supportive citizens, flexible staff members and parents, involved PAC and SPC groups.
3. **Student Support:** Red Cedar Reading Club will *morph* into a Grade 4/5 Reading Club (with more appropriate books for students in this age-range); Ms. Susan Hill's Drug & Alcohol Awareness Programme; Therapeutic Swimming and Riding; Read-for-the-Top Competition; SPED support, such as the POPART Workshop on autism for all students (with a very special congratulatory letter from Kari Eaton of POPART following these workshops); Positive Attitude in Learning Center; Early-Intervention Success; improving effectiveness of Student Problem-Solving during breaks; several Incentive Programmes, such as Recognition Assemblies, Term Honour Rolls, and End-of-Year Awards Ceremonies. (In addition to receiving certificates, the recognition & honour roll events include draws for the following: passes to swimming/skating at the recreation complex, gift certificates from Subway, Coles The Book People, Breakwater Books, and Limo Rides for Lunch to popular restaurants. Also, Overwaitea has donated backpacks filled with the most coveted art supplies for primary students, and these are drawn for one boy and one girl at each assembly.)
4. **Cultural Programs:** high involvement in excellent fine-arts programmes (i.e., exceptional music programme featuring jazz and chamber choirs, jazz and marching bands, strings, drums, recorders, ukuleles, and an excellent visual arts programme such as our popular after-school art clubs, our classroom initiatives, our Environmental Pilot Project using art and physical activity to assist children in learning about the environment—also, dance, drama, etc.).
5. **Health and Physical Activity:** Daily whole-school runs 10 minutes before lunch; biannual cross-country training and competitions; walk-to-school programmes (e.g., *Trekking Tuesdays*, *Walking School Bus*, etc.); volleyball, basketball, soccer, & track and field teams; badminton, climbing wall, and community soccer; Action Schools

BC; Terry Fox Day training and runs; noon-hour intramural house sports (e.g., with a minimal amount of structure to these games to encourage more participation, hotshot contest, floor hockey, etc.); a strong focus on gymnastics and swimming; whole-school HIP-HOP; school-wide Jump Rope for Heart; and whole-school Scottish dancing (all classes taught by a remarkable, retired community member who volunteers every day for a month each year in this school--& volunteers in several other schools, as well). House points from special events are collected, recorded, and shared among the school population on a regular basis (e.g., Trekking Tuesdays were so popular that the students trekked across the entire country before the end of June 2007, and then headed west during the 2007/2008 school year)! The school will purchase a class set of pedometers for 2008/2009 to assist students with measuring physical activity.

A. Goal One: To focus on environmental education, implementing ideas across the curriculum.

Objective 1: To introduce methods of integrating environmental education into both the formal curriculum of classroom learning and the organizational and operating procedures of the school.

Objective 2: To increase student awareness of environmental issues.

Objective 3: To investigate the best strategies for decreasing our school's *carbon footprint*.

Rationale:

- Due to increased societal awareness, we, the staff members, believe it is our social responsibility to model and promote environmentally-responsible learning experiences for students at Grief Point Elementary School.
- Teaching staff members believe that it is important to integrate environmental education across the curriculum, as it will be a good fit throughout, as quoted below:

Environmental education is not to be added to educational programmes as a separate discipline or a subject for study, but as a dimension to be integrated into them. Environmental education is the result of a reorientation and re-articulation of the various disciplines and of various educational experiences (natural sciences, social sciences, arts and letters, etc.), providing an integrated perception of the environment. (UNESCO)

- Becoming more environmentally aware about electricity, water, and paper usage at the school will become a focus in 2008/2009, and our concern for reducing our carbon footprint will support our school's ongoing traffic-safety programme as well, by having fewer vehicles in the area adjacent to the school grounds.

Performance Indicators/Evidence:

- Classroom assessments,
- Individual student eco-literacy surveys administered to all students in Grades 1-7 at the beginning and end of the school year,
- School-generated eco-literacy questions to assess perceptions/attitudes will be added to the Ministry of Education's 2008/2009 Satisfaction Surveys,
- Facility records of school's operational and organizational systems that will measure the reductions to the school's *carbon footprint* (e.g., in the usage of electricity, water, and paper within the building, and also on the number of vehicles entering Quesnel St. before and after school).

Performance Targets:

- This eco-literacy baseline data will be collected and measured at the classroom and building levels (i.e., surveys & classroom assessments, building logs, drop-off/pick-up vehicle data, etc.), and, the specific questions that will be added to the 2008/2009 Satisfaction Surveys will provide additional baseline data for the purposes of our School Improvement Plan.

Strategies for Improvement (A Whole-School Approach):

- Provide classroom assessment before and after teacher implementation of at least one across-the-curriculum, environmental-awareness unit during the school year to collect baseline data for 2008/2009, and targets/results/targets met thereafter;
- Provide an eco-literacy survey early in the year to determine students' ecological awareness, and again at the end of the year to provide baseline data for 2008/2009--and targets for successive year;
- Continue to work on school's Green Sustainability Plan (i.e., recycling paper and plastic drinking containers, assorted paper, ink cartridges to **Staples**, organic gardening such as tree/shrub planting, litter project, BC School Fruit and Vegetable Programme, Idling-in-Schools Project, usage of Ministry of Education's (SEED'S) Eco-Kit, & changing current light bulbs to CFL standard).
- Implement the *Learning Through the Arts* (LTTA) interdisciplinary programme in two classrooms to assist students with their environmental understandings (e.g., Grade 1 & 4). The following year, LTTA would continue with those two classrooms, as well as beginning implementation in two more classrooms (e.g., a grade two and five classroom). Visual arts and drama or music will be used in the first two terms of the first year of this national programme;
- Encourage students to think critically regarding better *ecological* means of getting to school and back without being driven (e.g., Walking School Bus concept, Marching Mondays, Trekking Tuesdays, Walking or Wheeling Wednesdays, Thundering

Thursdays, and Fuel-Free or Footloose Fridays, etc.). The school will be implementing the “*Autoplan Broker Road Safety Program* - a partnership between Autoplan Brokers and ICBC”- as a safety and environmentally-sound strategy to reduce traffic and improve Grief Point’s *Carbon Footprint*;

- Students will keep track of their daily minutes of physical exercise in their Book Logs in their Premier Agendas, and will be able to add extra minutes beyond their daily 30 minutes of physical activity for group recognition and house points.
- Students will keep a daily/weekly Science Journal/Log to record their learning, questions, et cetera. (This will afford students more opportunities to read and write in the content areas, and student understandings of new concepts will be documented and assessed throughout the year.)
- In addition, this awareness of environmental issues will encourage all students and staff members to think critically about the use of electricity (e.g., turning off classroom/gym/library/computer-lab lights when out of these areas or when lights are unnecessary during the brighter months – also, turning off computers at the end of the school day, turning off building lights at the end of the custodial day, etc.). We plan to request meter readings from the past year, and then to use these as baseline data for the 2008/2009 school year.
- Conservation of water and paper will also be addressed. For example, taps will not be left running, as is frequent in student washrooms, and the plan is to reduce the amount of water used when toilets are flushing. Students and staff members will do their best to conserve on paper, both at the classroom and school levels. Staff members hope to reuse and recycle paper internally before sending it on for community recycling.

Structures:

- Create opportunities for all students and staff members, as outlined above, to understand the current environmental issues, and assist them in making an authentic difference to our school’s *carbon footprint*.

Progress Reports:

Goal 1 (To focus on environmental education, implementing ideas across the curriculum)

Grade 1 to 7 – **Eco-Literacy Classroom Assessments** administered before and after teacher implementation of at least one across-the-curriculum, environmental-awareness unit during the school year to collect baseline data for 2008/2009, before setting targets for the subsequent years.

TABLE 1A – GRADES 1 TO 7 STUDENTS:

School Grade	2008/09 Baseline Data Pre-Teaching	2008/09 Baseline Data Post-Teaching	2009/10 Pre-Teaching Target	2009/10 Post-Teaching Target	2009/10 Pre-Teaching Results	2009/10 Post-Teaching Results	2009/10 Pre-Teaching Target Met	2009/10 Post-Teaching Target Met
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Grade 7								

Grade 1 to 7 – **Eco-Literacy Surveys** administered at the beginning and end of the 2008/2009 school year, to collect baseline data (& at the beginning & end of each successive year).

TABLE 2A – GRADES 1 TO 7 STUDENTS:

	2008/09 Baseline Data Fall	2008/09 Baseline Data Spring	2009/10 Fall Target	2009/10 Spring Target	2009/10 Fall Target Results	2009/10 Spring Target Results	2010/11 Fall Target Met	2010/11 Spring Target Met
Grade 1								
Grade 2								
Grade 3								

Grade 4								
Grade 5								
Grade 6								
Grade 7								

Grade 4 Student Satisfaction-Survey Results (School Questions on Eco-Literacy).
Percentages show the sum of the top two most desired responses (i.e., Many Times, All of the Time)

TABLE 3A – GRADE 4 STUDENTS:

Survey Questions	2008/09 Baseline Data	2009/10 Target	2009/10 Results	2009/10 Target Met	2010/11 Target	2010/11 Results	2010/11 Target Met

Grade 7 Student Satisfaction-Survey Results. (School Questions on Eco-Literacy).
Percentages show the sum of the top two most desired responses (i.e., Many Times, All of the Time)

TABLE 4A - GRADE 7 STUDENTS:

Survey Questions	2008/09 Baseline Data	2009/10 Target	2009/10 Results	2009/10 Target Met	2010/11 Target	2010/11 Results	2010/11 Target Met

Parent Satisfaction-Survey Results. Percentages show the sum of the top two most desired responses (i.e., Many Times, All of the Time)

TABLE 5A – PARENTS/GUARDIANS:

Survey Questions	2008/09 Baseline Data	2009/10 Target	2009/10 Results	2009/10 Target Met	2010/11 Target	2010/11 Results	2010/11 Target Met	2011/12 Target

School Facility Eco-Literacy – **baseline data gathered from 2007/2008 costs for electricity, heating, and water**

TABLE 6A – Reduction in *Carbon Footprint* within Facility’s Organizational and Operational Procedures

	2008/09 Baseline Data	2009/10 Target	2009/10 Results	2009/10 Target Met	2010/11 Target	2010/11 Results	2010/11 Target Met
Electricity							
Water							
Paper							
Number of Vehicles Before & After School							

B. Goal Two: To continue to increase student social-responsibility skills through increased involvement in, and application to, community:

Objective 1: to increase student ability to be respectful of others,

Objective 2: to increase student ability to be inclusive of others,

Objective 3: to increase student ability to solve problems independently and peacefully.

Rationale:

School discipline data for 2007/2008 indicates that incidents of verbal and physical violence for boys and girls (including bullying) has decreased considerably on the playground, and the school has met its 2008/2009 targets; however, there is still room for improvement.

The occurrence of female students’ verbal/physical aggression has shown a dramatic decrease this past year; for example, in the 2006/2007 school year, the number of females expressing verbal aggression was 9(8), and this year 1(1). As well, girls’ physical aggression has gone from a staggering 15(11) last year to a less formidable 2(6) at the end of this year. (The first number stands for the number of incidents involving females and the bracketed numbers represent the actual number of students involved, after the

repeat offenders have been removed.) Please see TABLE 1 on page 8 for more information.

While boys' verbal aggression decreased from 36(25) in 2006/2007 to 24(22) in 2007/2008, and boys' physical incidents decreased from 34(23) in 2006/2007 to 11(21) in 2007/2008 (& 2008/2009 targets have been met), it is still believed by staff members that these incident and student numbers should be reduced even farther before we can consider our boys socially responsible in this area.

During the 2007/2008 school year, the staff members used a two-way approach to problem solving and discipline to achieve a safe, socially-responsible school, as follows:

Discipline and Problem Solving

At Grief Point Elementary, we use a two-way approach to problem solving and discipline to achieve a safe school, as follows:

- 1) School Rules - The Grief Point "Be's"
- 2) Discipline Plan

We have five school rules that are used to promote positive school behaviour, and they are known as the Grief Point "Be's".

- 1) **The Grief Point "Be's"**
 - Be Kind**
 - Be Safe**
 - Be Cooperative**
 - Be Respectful**
 - Be Peaceful**

Way to Be Cards are given to students meeting the above criteria, while in the building and on the playground, with a weekly draw of a **Swim/Skate Pass**

- 2) **Discipline Plan**

The following behaviours are considered of major concern at the school. They call for immediate intervention at the administrative level, parents/guardians will be notified if students are involved in any of the following behaviours at this level:

- hitting, kicking, uncalled for physical roughness
- intimidating behaviour - threats, harassment, verbal abuse
- throwing objects (rocks, sticks, snowballs, etc.)
- defiance/refusal of a staff member's instructions
- damaging or stealing property
- having drugs or alcohol in one's possession

All of the above behaviours threaten the safety of our school. Please help us keep Grief Point Elementary School safe by reporting these behaviours.

Staff members and parents/guardians continue to believe that there is a strong correlation among high academic achievement, self-esteem, and socially-responsible behaviour when assessing students' social success. In addition to the specific strategies focused on to develop and promote socially-responsible behaviours, teachers were adamant that assisting all students to be successful in their academic

programmes is an essential foundation of social growth, and something that they must work on diligently at all times, regardless of whether or not it is a specific goal area.

Performance Indicators/Evidence:

School Discipline Data

Grade **Four and Grade Seven** Satisfaction-Survey Data

Performance Targets:

1. Rather than focusing on bullying behaviours specifically, which is still felt to be taking a negative stance, the staff members and PAC/SPC parents/guardians will continue to work together to create more positive ways for male students to become involved in engaging activities--where they will be given explicit opportunities to demonstrate respectfulness towards others--both in and out of the school. This adult team continues to be hopeful that by teaching male students different ways of applying their respectful behaviour to others, the number of bullying incidents, and the number of male students involved, will continue to decrease. The adult team will continue to use the school's discipline data (but, this year, it will look separately at primary and intermediate boys at the school level to discern any subtle trends among these groups) and the *Satisfaction Survey* results to determine the effectiveness of these two aforementioned strategies.

Notwithstanding that all of the male-student targets regarding verbal and physical aggression (including bullying) were met during the 2007/2008 school year, and that the number of incidents certainly has decreased, discussion surrounding the large number of male students still involved will continue among staff/PAC/SPC members during the 2008/2009 school year.

2. Baseline data for the measurement of student ability to solve conflict effectively will continue to be collected using teacher ratings of their students in the classroom, based on the Social Responsibility Performance Standards.

Strategies for Improvement:

- Schedule regular activities which emphasize the regrouping of students to work together (e.g., buddy reading, same-age activities between classrooms, etc.).
- Teach skills/strategies for demonstrating respect, inclusion, and problem-solving to decrease the number of bullying incidents.
- Use short-term regroupings to support the academic and social needs of students.
- Expand on the number of innovative programmes in the school for increased student engagement (e.g., structured cultural programmes featuring multicultural presentations and activities; more instances of students recognition, such as the end-of-year medal ceremony--recognizing students who give outstanding service, put

huge amounts of effort into their studies, regardless of their academic successes, play on school sports teams, et cetera; leadership programmes, such as sponsoring ambassadors and student-advisory members; fine-arts clubs and grade 7 exploratories, with an emphasis on pottery, textile arts, woodworking, moving-images arts, and various forms of music).

- Implement a community-*in-reach*/outreach programme to create opportunities for student application of social-responsibility skills (e.g., singing to, playing board games with, or assisting seniors at Olive Devaud/Extended Care; taking on community projects to enhance the environment; reaching out to third-world-country service projects, such as *the Tabitha Project in Cambodia and the Orphan Funding Programme in Africa*, etc.).
- A record will be kept during the 2008/2009 school year, recording the number of **Way to Be** cards that are issued to students for peaceful, kind, cooperative, respectful, and safe behaviours. There will be four records kept – one of positive behaviours of both primary girls and boys, and intermediate girls and boys.

Structures:

Create positive presentation and helping roles in various classrooms and the community for all students.

Progress Report:

Goal 2 (Social Responsibility):

Grade 4 AND 7 **Discipline-Incidents Results.** Number of students who use physical or verbal aggression during the school year from school discipline records. (The first number is the number of incidents involving students, and the bracketed numbers represent the actual number of students involved, after the repeat offenders have been removed.)

TABLE 1B - GRADE 1 TO 7 STUDENTS:

	Aggressive Behaviour	2006/07 Target	2006/07 Results	Target Met	2007/08 Target	2007/08 Results	Target Met	2008/09 Target
Boys	Verbal	40 (22)	36(25)	Yes	32(22)	24(22)	Yes	20(15)
	Physical	50 (33)	34(23)	Yes	30(20)	11(21)	Yes	10(15)
			N=222		N=194			N=
Girls	Verbal	1 (1)	9(8)	No	9(8) maintain	1(1)	Yes	Maintain

	Physical	5 (5)	15(11)	No	12(9)	2(6)	Yes	Maintain
			N=145		N=169			N=
All	Verbal	40 (24)	45(36)	No	40(27)	25(23)	Yes	21(16)
	Physical	60 (38)	49(34)	Yes	47(32)	13(27)	Yes	12(21)
	Total Ratio/student	100 (65)	94(70)	Yes/No				N=
			N=367		N=363			N=

Grade 4 **Student Satisfaction-Survey Results**. Percentages show the sum of the top two most desired responses (i.e., Many Times, All of the Time)

TABLE 2B – GRADE 4 STUDENTS:

Survey Question	2006/07 Target	2006/07 Results	Target Met	2007/08 Target	2007/08 Results	Target Met	2008/09 Target
At school, do you respect people who are different from you (e.g., think, act, or look different)?	92%	80%	No	85%	84%	Yes	87%
Do you know how your school expects students to behave?	90%	77%	No	80%	88%	Yes	90%
At school, are you bullied, teased, or picked on?	15%	21%	No	18%	16%	Yes	14%
Do you feel safe at school?	80%	69%	No	74%	76%	Yes	78%

Grade 7 **Student Satisfaction-Survey Results**. Percentages show the sum of the top two most desired responses (i.e., Many Times, All of the Time)

TABLE 3B - GRADE 7 STUDENTS:

Survey Question	2006/07 Target	2006/07 Results	Target Met	2007/08 Target	2007/08 Results	Target Met	2008/09 Target
At school, do you respect people who are different from you (e.g., think, act, or look different)?	75%	68%	No	70%	88%	Yes	90%
Do you know how your							

school expects students to behave?	70%	60%	No	65%	89%	Yes	90%
At school, are you bullied, teased, or picked on?	12%	15%	Yes	12%	7%	Yes	Maintain
Do you feel safe at school?	67%	57%	No	60%	83%	Yes	85%

Parent Satisfaction-Survey Results. Percentages show the sum of the top two most desired responses (i.e., Many Times, All of the Time)

TABLE 4B – PARENTS/GUARDIANS:

Survey Question	2005/06 Results	2006/07 Target	2006/07 Results	Target Met	2007/08 Target	2007/08 Results	Target Met	2008/09 Target
Are personal differences respected at your child's school?	85%	88%	76%	No	80%	85%	Yes	87%
Are you satisfied that staff treats all students fairly at school?	72%	75%	74%	Yes	80%	86%	Yes	88%
Is your child bullied, teased, or picked on at school?	13%	10%	12%	Yes	9%	2%	Yes	Maintain
Do you think your child is safe at school?	85%	90%	82%	Yes	85%	96%	Yes	Maintain

Are the rules related to behaviour enforced consistently at your child's school?	80%	83%	71%	No	75%	87%	Yes	90%
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Elementary Parent Results:

Parents/guardians are feeling much more confident about student behaviour and safety at the school, and their beliefs are correlated very positively with the results of the primary and intermediate student surveys. One reason for parental confidence in safety may be related to the strong focus during the 2007/2008 school year on student-traffic safety.

Staff Satisfaction Survey Results. Percentages show the sum of the top two most desired responses (i.e., Many Times, All of the Time).

	2002	2003	2004	3 Year Average	2005 Target	2005 Actual
Does your school welcome and include all students?	100%	100%	83%	94%	N/A	N/A
Is your school a safe place to work and learn?	88%	100%	83%	90%	N/A	N/A
Are the rules related to behaviour enforced consistently at your school?	88%	100%	100%	72%	N/A	N/A

Needs UPDATE

Participation Rates for All Groups:

Survey Groups	2005/06	Target Met	2006/07 Target	2006/07 Results	Target Met	2007/08 Target	2007/08 Results	2007/08 Target Met	2008/09 Target
Students Gr. 4 & 7	86%	Yes	86%	90.5%	Yes	95%			
Parents	53%	Yes	60%	44%	No	55%			
Staff	36%	Yes	40%	N/A	N/A	N/A			

Way-to-Be Cards (Peaceful, Kind, Cooperative, Respectful, and Safe)

Way-to-Be Cards @ Grief Point	2008/2009 Establish Baseline	2009/2010 Target	2009/10 Results	2009/10 Target Met	2010/11 Target
Boys (K-3)					
Boys (4-7)					
Girls (K-3)					
Girls (4-7)					

School Planning Council Signatures

Parent _____

Principal _____

Date Approved by SPC _____

Board Approval

Superintendent _____

Board Chairperson _____

Date Approved by Board _____